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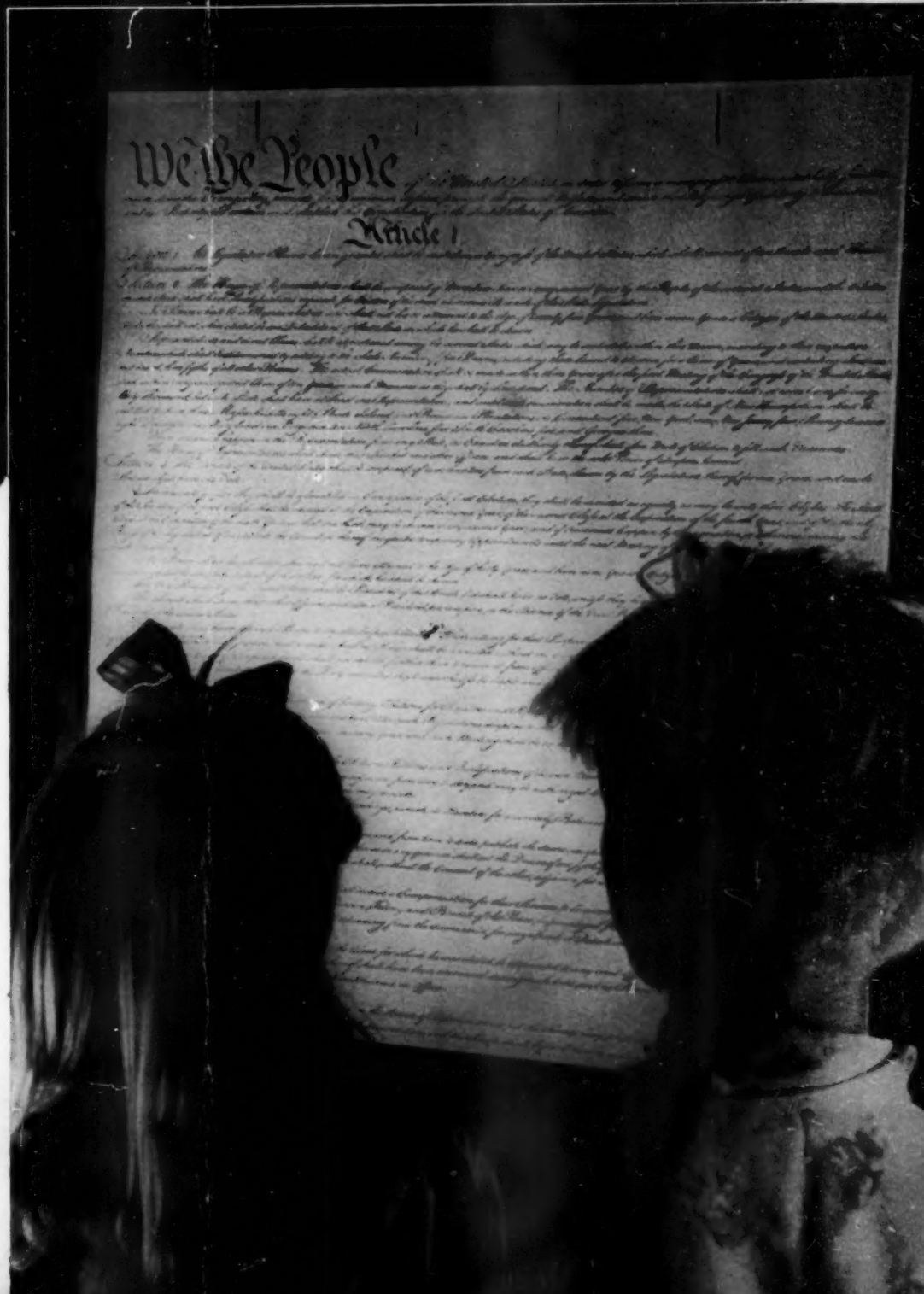
OFFICIAL JOURNAL OF THE U.S. OFFICE OF EDUCATION

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## SCHOOL LIFE

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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# SCHOOL LIFE

Official Journal of the U. S. Office of Education

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## As Beacon Lights

EDUCATION for an enduring morale must always place at the center of the program an emphasis on the principles and duties of citizenship. Our people will not be coerced into accepting majority decision and closing ranks behind agreed-upon policies. They must *see* and *understand* why this is essential and what the consequences of flouting this basic rule of democratic living are likely to be. In times of crisis this is particularly important because there is so much at stake in national decisions and unity through understanding is so vital.

But we can have unity that far exceeds the coerced uniformity of dictatorship if we can keep clearly in mind the obligation of the minority to abide by the decision of the majority until that decision is formally and officially changed by democratic processes.

### Consensus of Educators Stated

Some months ago a group of prominent educators came together in Washington at the invitation of the U. S. Office of Education, for the purpose of discussing the special contribution which the schools and colleges of the Nation might make to morale in the present unlimited national emergency. The consensus of those educators was stated as follows:

"We recognize that sound civilian morale must rest upon public understanding of the nature of the present struggle against totalitarianism and of the problems which face us as a people in our resolve to defend democracy against all threats, foreign or domestic . . .

"We have been greatly impressed by the many volunteer efforts of professional educators in schools, colleges, and other educational organizations to focus attention upon and to promote the thoughtful discussion of the practical problems which confront democracy as a result of the present world crisis. We believe that these volunteer efforts are making a great contribution to the fundamental understanding of the people and to the basic morale of democracy; and we believe that it is in the interest of the American people that these volunteer efforts should be encouraged, stimulated, and extended.

"We therefore call upon the U. S. Office of Education in pursuance of its recognized functions of service to State and local educational forces, to undertake such efforts as may be needed

to encourage and to stimulate these volunteer efforts of professional educators."

Last September, President Roosevelt through Administrator Paul V. McNutt formally requested the Office of Education to inaugurate a Nation-wide educational program of public discussion. The Office has consequently organized a plan which is presented in its publication entitled, *School and College Civilian Morale Service*, under which schools, colleges, universities, and libraries should undertake to promote and service study-discussion groups, both of youth and of adults, in which pressing defense problems can be threshed out under the leadership of competent volunteer discussion leaders. Problems of priorities, of unemployment, of housing, of food supplies, of living costs, of defending civil liberties, of protecting life and property in the community, of improving national health, of tolerance for minority groups, of post-war reconstruction and the organization of peace—these and scores of other problems, born of the swiftly changing requirements of the emergency, should be dealt with in face-to-face discussion under the most competent leadership that can be secured.

There are in this country 26,000 secondary schools, 1,800 colleges and universities, 7,000 libraries, and tens of thousands of elementary schools. At least 100,000 of these schools and libraries dot the landscape of this country and can accommodate neighborhood discussion groups. They touch every locality. They should in reality become beacon lights of democracy, open 6 nights each week as meeting places for a large majority of our 80,000,000 adult citizens. No other organization is so vast in its reaches or so well adapted by experience and function to provide this essential service. Through the use of thousands of volunteers, colleges, school systems, and libraries can gear their facilities and programs into the larger purposes of civilian defense, thus carrying on, in the characteristic American way, the processes of public enlightenment.

### Through Patient Study and Discussion

When we try to spell out why we love this country and its institutions, we begin to translate into terms of human achievements the great principles of freedom which we try to put into

(Concluded on page 104)



With the

## U.S. OFFICE OF EDUCATION

this month

### Chief State School Officers Meet

"In what ways may this organization be a more effective and efficient force in public education?" was the question that faced the National Council of Chief State School Officers when it met with representatives of the U. S. Office of Education in New York City, December 4-6 inclusive.

A panel discussion on this problem was participated in by:

Hon. Alonzo G. Grace, State commissioner of education, Connecticut, chairman.

Hon. Eugene E. Elliott, State superintendent of public instruction, Michigan.

Hon. Lloyd W. King, State superintendent of public schools, Missouri.

Dr. Paul R. Mort, professor of education, Columbia University.

Hon. Colin English, State superintendent of public instruction, Florida.

Hon. Esther L. Anderson, State superintendent of public instruction, Wyoming.

Other subjects discussed included: Adaptability of school systems and the State departments of education; the school's responsibility in developing inter-American friendship; legislative programs for Federal aid to education; school bus problems; school needs in defense areas; planning for education in the post-defense period; some Federal-State education programs.

Presiding officers were Dr. Bertram E. Packard, president of the council, and U. S. Commissioner of Education John W. Studebaker.

### School Plant Needs

One of the fields in which the Public Work Reserve is securing helpful in-

formation through their regional directors is that of school plant needs in local communities.

A number of State and city departments of education during the past few years have made long-range studies of school plant needs, and as a result have estimates of school building needs as of the present year.

In order that the local communities' estimates of school building needs could be checked against State, county, or city long-range plans for meeting school building needs, the U. S. Office of Education has been securing from State and city departments of education the data on individual school building projects that are needed at the present time.

To make such a study adequate, estimates needed to be made on a comparable base. Consequently, the Office prepared a form to be filled out by State and city departments of education in submitting lists of individual school building projects. The procedure in collecting this information was to have all forms clear through the State superintendent's office. Some State departments are able to fill out the forms from the data in the State department office; others have the forms sent by the Office of Education to school officials in local districts to fill out. In the latter case, however, all forms are sent back to the State department so that the State superintendent, before returning the filled-out forms to the Office of Education, can check the statements of local communities in regard to school building needs over against the estimates of such needs on a long-range basis for areas wider than, though including, a given local community.

Results of this study, together with copies of the original forms, are being

filed with each State department so that the State superintendents may have the information necessary to advise the Public Work Reserve regional directors on the validity of local needs with relation to long-range programs.

What is needed for a shelf of building projects is not general estimates or statements but detailed plans for the construction of school buildings.

### Exchange Business Increases

Continuing to expand its services to meet the increase of requests for teaching materials related to defense, the Information Exchange of the U. S. Office of Education last month added five new loan packets to its list, bringing the total to 50. In addition a new series of packets on Consumer Education was announced as nearly ready for circulation; a new catalog was released and 12 of the packets already in circulation have now been revised and brought up to date with new materials.

The five new packets are: Packet II-ES-1, Understanding and Practicing Democracy, for elementary and secondary schools; Packet IV-S-1, Aiding National Defense by Conserving Natural Resources, for secondary schools; Packet IV-G-2, Conservation of Our Forests; Packet XII-G-1, Participation of the Negro in National Defense; and Packet XIV-H-1, Economic Problems and National Defense, at the higher education level.

All of the packets in the vocational education listing have been revised, and two new titles have been added. This group of packets contains publications on training for defense industries and jobs essential to the national defense program. The titles now listed are: VII-SA-O, Material Descriptive of the National Defense Training Program; VII-SA-1, State and City Programs; VII-SA-2, Youth Vocational Training Programs for National Defense, for out-of-school youth; VII-SA-3, Service Bulletins on Defense Training in Vocational Schools, a series published by the U. S. Office of Education; VII-SA-4, Instructional Materials; VII-SA-5, Aids to Vocational Guidance in Relation to National Defense; VII-SA-6, Or-



that organization of Courses and Training of National Defense Teachers; VII-SA-7, Training of Foremen for the National Defense Program; and VII-SA-8, Apprenticeship in the Defense Program.

At present the exchange is collecting materials for new packets on: Home-making and national defense; nutrition and national defense; propaganda and morale, the press, radio, and films; and the new Americans.

The packets prepared by the Information Exchange are loaned free to all educators, civic clubs, organizations, community agencies, and publishers. The period of loan is 2 weeks from the date of receipt.

Copies of the new catalog may be obtained free by writing to the Information Exchange, U. S. Office of Education, Washington, D. C. Because the supply of packets under each title is limited, not more than three packets can be loaned to each borrower at one time.

## Civilian Morale

Commissioner Studebaker recently addressed the following message to school officials:

Our people are confronting new and rapidly changing situations. They need the help of organized education in exploring the problems involved in the present emergency—problems calling for enlightened judgments based on calm consideration of the facts.

A new pamphlet, *School and College Civilian Morale Service—How to Participate*, outlines numerous suggestions for expanding and promoting services of educational institutions. The plans suggested are the product of collaborative effort on the part of leading educators.

Your particular attention is drawn to the suggestions in the pamphlet under the caption "What Public and Private Schools Can Do." No doubt your institution is already providing some of the services suggested. The purpose of the proposed program is to encourage the educational organizations of the country to attack the problem of civic enlightenment in a more concerted way than ever before. The chief State school officer has been asked to work with local school administrators, interpreting their activities and needs to this office.

In view of the fact that the success of a community-wide discussion program depends upon the cooperation of schools, colleges, and libraries, and civic organizations in the localities, it is particularly urged that a representative council be established in your community if one is not already functioning in this field. Copies of this pamphlet have been sent to the



Exhibit of new Office of Education publications are sent to many conventions.

leaders of a number of civic organizations as well as to local librarians, college administrators, and directors of the Volunteer Offices of the National Defense Councils.

The work of national defense is the work of defending the future of democratic education. Each institution, therefore, mobilizes its own resources, plus volunteers, for a program of enlightenment because its leaders realize that on the strength and unity of the Nation depend its right to live in freedom.

I would appreciate receiving a brief statement letting us know what you are already doing, what steps you have taken in response to this appeal, and what immediate plans are under way. These statements will be very helpful in interpreting to the country your contribution.

## Off the Press!

Since the December issue of *SCHOOL LIFE* went to press, the following publications of the U. S. Office of Education have become available:

*Assistance on School Plant Problems as a Function of State Departments of Education.*—Another in the series of 16 monographs being published by this office on the organization and functions of State education departments and of the boards of education to which they are related, this monograph by Alice Barrows, senior specialist in school buildings, describes the kinds of assistance given by State departments of education

in school plant problems and the organization and functions of school building work in State departments of education. (Bulletin 1940, No. 6, Monograph No. 4. Price, 15 cents.)

*Education of Teachers: Selected Bibliography, October 1, 1935, to January 1, 1941.*—This is the third extensive bibliography on teacher education published by the U. S. Office of Education. The first contained 1,297 selected and annotated references published before June 1, 1932; the second contained 275 references published between June 1, 1932, and October 1, 1935; and the present volume includes 356 selected and annotated references published between October 1, 1935, and January 1, 1941. The author, Benjamin W. Frazier, senior specialist in teacher training, placed primary emphasis in the selection of references on serviceability to field and research workers, comprehensiveness of treatment, and accessibility. (Bulletin 1941, No. 2. Price, 10 cents.)

*Higher Education, 1936-40.*—Data on enrollments, degrees, teaching staff, finances, property, and recent developments in higher educational institutions offering instruction to nearly 1,650,000 individuals have been assembled by Walton C. John, senior specialist in higher education, in this chapter of the Biennial

Survey of Education in the United States, 1938-40. (Chapter III, Volume I, Biennial Survey of Education in the United States, 1938-40. Price, 10 cents.)

*Occupational Information and Guidance Bibliography, 1937-38.*—References to guidance principles, programs, practices, curriculum, personnel, employer-employee relations, legislation, research, special groups, publicity, and bibliographies compiled by Pedro T. Orata, special consultant, and Waldo B. Cookingham, specialist in occupational information and guidance service, are made available in this publication. (Vocational Division Bulletin No. 212. Price, 55 cents.)

*Federal Funds for Education, 1938-39 and 1939-40.*—Timon Covert, specialist in school finance, made a study of regularly recurring Federal appropriations for colleges of agriculture and mechanic arts, agricultural experiment stations, cooperative agricultural extension services, vocational education below college grade, and vocational rehabilitation, the results of which have been summarized in this leaflet. Emergency funds allotted to education for needy persons in high schools and colleges, to the WPA education program, to school buildings, and funds allotted by law to certain States were also studied. (Leaflet No. 61. Price, 10 cents.)

Only a limited supply of free copies of any of the above-mentioned publications is available, but a sales stock is maintained by the Superintendent of Documents, Washington, D. C., from which orders are filled.



### Films Announced by U. S. Health Service

The United States Public Health Service operates a lending library of motion-picture films which have been produced by that Service, or under its supervision. The films are on health subjects and are of two types, for (1) lay and (2) professional audiences. Though most of the Public Health Service films are made for adults some are suitable for use in schools. Three of this latter type are announced, as follows:

#### About Faces

A new sound film on the subject of dental hygiene, care of the teeth, nutrition, dentifrices, dentist relations, and general health are discussed. Available in two versions: (1) Kodachrome 16 millimeter (running time 20 minutes); and (2) black and white defense edition, 16 or 35 millimeter (running time 10 minutes). Narrated by Lowell Thomas.

#### Rocky Mountain Spotted Fever Vaccine

A one-reel silent film in technicolor, running time, 10 minutes. Portrays the work of the United States Public Health Service laboratories at Hamilton, Mont., in combating this disease. The life cycle of the tick is pictured, and the business of grinding up 4,000,000 ticks a year to make protective vaccines for people in our Western States is explained.

#### Proof of the Pudding

A 16-millimeter sound film in technicolor, running time 10 minutes. Produced jointly by the United States Public Health Service and the Metropolitan Life Insurance Co. to emphasize the importance of good nutrition.

## A Researcher Looks at Reports

In a new volume issued by the Social Work Publishing Council, the following statement which may be equally worth consideration in educational as well as social work fields, is made:

A research worker who sees many reports, especially those of public agencies, writes: "Annual and other periodical reports of public and private social agencies frequently provide no basis whatever for real understanding of their work. All too often these reports, focused as they are upon interpreting agency programs to the man in the street, deal primarily and too exclusively with attention-catching, exceptional events and achievements, with recent developments having news value, and with agency hopes and plans for the future.

"Of course, researchers and students of welfare services like these juicy morsels of information, too. However, we long for more substantial fare as well. We are interested not only in the exceptional but also in the typical, run-of-the-mine kind of thing which agencies do and on which they spend the major part of their time and money.

"We also want to know what happened to things that were mere dreams or newly inaugurated last year, the year before, and the year before that. What could be more exasperating than avidly to pick up a newly issued report in the hope of seeing how some once new experiment is progressing or to get the latest figures for an established statistical series only to find no mention of either or to find that the base of the series has been so changed that new figures cannot be compared with the old."

The Public Health Service will send on request a list of its films and also a list of motion pictures for health and safety education distributed by various State agencies. This latter was compiled as an over-all catalog of health education films obtainable at low rentals in all parts of the country.

United States Public Health Service films should be ordered from the Surgeon General in Washington, D. C. No charge is made for the use of these, but the borrower pays transportation costs. Films listed in the State agencies catalog must be ordered from the various State agencies, whose addresses are listed therein. Usually a small fee charged.



### Conservation of Materials

The OPA has announced that business and civic organizations, the Boy Scouts, retail merchants, church groups, trade unions, and women's organizations are cooperating to make available to America's 30,000,000 homes "The Consumer's Pledge for Total Defense," which calls for elimination of waste and careful buying.



# Life, Liberty, and Happiness for Children—Now<sup>1</sup>

by Bess Goodykoontz, Assistant U. S. Commissioner of Education

★★★ These are ordinary words—life, liberty, and happiness—familiar, easy words—in every child's spelling book. Yet they are words that made history; they represent the triumph of an idea—an idea that was not familiar and simple back in 1776. The war for independence was on, the Continental Congress in session. Times were difficult, and the long list of grievances against the King and Parliament was unendurable. Separation from the Mother Country seemed the only way out. Finally, as is the way with conventions, a committee was appointed to draft a declaration to say so.

In June, Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert R. Livingston went to work. They realized the importance of their assignment; they knew the temper of their associates; they knew that a strong and stirring declaration of policy was required. But one other thing they knew, too. No simple demand for independence would do; that had already been made a few days earlier, and anyway that, by itself, would be considered plain rebellion. What they must do was to state the reason for their demands in unmistakable terms; they must link their cause with the cause of oppressed people everywhere. And so Jefferson, writing for the committee, crystallized the hopes of all men when he named "life, liberty, and the pursuit of happiness" as the rights for which a demand supported by arms was not rebellion. It was not rebellion, said Jefferson and the committee and later the whole Continental Congress, because these are the rights men are born with. They are natural rights; they belong to all men—everywhere.

## Triumph for an Idea

Of course this was not a completely new idea. Historians trace back its

antecedents both in philosophy and in phrasing. But used as they were in the Declaration of Independence, the words *life, liberty* and *happiness* became a battle cry that led to victory, a statement of policy which carried over into the new government's Constitution, and to this day represent the guarantees which the courts defend for all men. They became the operating principle of a whole nation—a triumph for an idea which had been a long time in the making.

Now we in our professional lifetimes have seen the development and crystallization of another great idea—this time in regard to the rights of children. The debates during the founding of the Republic were almost completely silent on that point. To be sure the latter half of the eighteenth century saw at least lip service to the ideal of the equal right of all children to education, health, and happiness.

Rousseau expressed his sympathy with the great masses of people and with children in books which profoundly influenced provisions for the welfare of children. His *Emile* is one of the first great books dedicated to the "inalienable rights of children." It gives expression to the idea that human life and happiness are largely made or marred in childhood and that there are scientific ways and means to be applied to the management of children. Rousseau firmly believed that for every child the unhampered development of his nature, his powers, and his capabilities was an inalienable birthright. The educational methods he advocated are still being debated but his appreciation of the dignity and worth of each child's life has been a dynamic influence on the welfare of children.

But against the background of Rousseau's humanitarianism for children in the latter part of the eighteenth and the early part of the nineteenth centuries stood a society committed to the theory of the innate depravity of childhood.

Every child was a depraved being and would soon display melancholy evidence of its depravity if not rigorously disciplined by his parents. That parental authority could be preserved without the infliction of punishment was not believed, and without severe discipline, children were soon ruined! During an era of bitter defense of freedom for adults, parents were exhorted "cost what it may, break the child down to obedience at the first command. . . . if you are careful *never* to let disobedience escape punishment of some kind or other, . . . you will find it not difficult to maintain your absolute authority." And again, in a period when freedom of speech was championed for adults, children were expected to be seen and not heard. Children were looked on primarily as potential adults.

This shows up with startling clearness in the prints and lithographs of those early days of the Republic. One I have shows a little girl and her mother in dresses, shoes, hats, and gloves almost exactly alike, even to hoopskirts, except in size and length. Cunning, but rather hampering to a child! Another shows a family on parade—father and mother, son and daughter, the latter two small replicas of the larger and more perfect wholes—coats, hats, shoes, and—we might say—even the Sunday afternoon smile and gait.

## Triumph of Another Idea

It has taken a long time for us to outgrow the implications of those pictures—that children are adults in the making, that in themselves they have no distinctions, no individualities, no needs peculiar to their age and size. Against that concept we now place the ideal of provisions for the health, welfare, and happiness of children that are appropriate to their needs at each stage of development. This does away with the hoop skirts of inactivity, the high-buttoned boots of restraint, the lace mitts of propriety; it substitutes a healthy,

<sup>1</sup>Address delivered at convention of National Association for Nursery Education, Detroit.



happy, busy, and interesting life for children at each stage along the way. That children have rights, as defined in the Children's Charter and in the statements of such organizations as National Association for Nursery Education, represents the triumph of another breath-taking idea.

In the short span of two or three decades we have seen this belief in the rights of children take practical shape. Children's hospitals, specialists in children's diseases, well-baby clinics, legislation for health services for mothers and children, health instruction in the schools, all these mean life and health for children; child guidance clinics, improved court procedure in handling juvenile delinquency, mothers' pensions and other provisions for dependent children guarantee freedom from want and help on personal problems; nursery schools and kindergartens, playgrounds and nursery centers are opportunities for pursuit of happiness through varied learning activities. But this is by no means all. We have seen the child-development approach adopted by numerous professions and used in the formulation of new programs. For example, it is making over juvenile court procedure; is affecting the training of physicians, nurses, dentists, and welfare workers; is responsible for thousands of parent study groups; has aided in the establishment of guidance departments in schools; has modified housing and community planning; and without doubt has affected, if not yet perfected, school procedures from early primary to college.

But we are living now under abnormal circumstances which challenge the slow and regular growth of normal programs. The headlines are screaming: Reduce Non-Defense Spending; Unite in All-out Defense Effort. And so we are again faced with the question—what happens to children's rights in an emergency? Children go on getting hungry; shoes wear out; mumps and chicken pox declare no moratorium; babies keep right on coming; parents get sick and lose jobs; Monday morning comes and there ought to be a school. All the usual needs are just as pressing as ever before, and in addition the emergency increases some of them and brings others of its very own.

Fathers are called to service, and the families pick up and go along to new and strange communities. Other fathers hear of the long-sought jobs a hundred or so miles away and pack up the family and are off, only to find houses at a premium if actually existent; other fathers start out to find jobs, promising to send for the families as soon as possible; mothers decide to go to work, too, so as to get the high wages that will make up for lean years; youngsters just out of school get jobs at phenomenal salaries and wonder how to spend them. What happens in the communities affected by this migration many people know all too well—overcrowding, lack of sanitary provisions, sickness, high prices, homesickness, delinquency, overtaxing of professional health, welfare, and educational services. Such problems do not wait patiently, even in an emergency.

#### Documents From England

Recently I have been looking through a large packet of photostat copies of official documents from England which show the variety and extent of services to children during England's emergency. The titles range from a *Memo-random on The Louse and How to Deal With It* to a psychological study of the emotional problems of evacuated children. Others include *The Care of Children in War-time*, *Communal Feeding in War Time*, *The Feeding of Handicapped Nursery School and Day Nursery Children*, *The Service of Youth*, *Emergency Hostels for Difficult Children*, and *The Schools in War-Time*. Throughout them, it seems to me, are the spirit and intent to do everything possible to maintain good conditions for children.

"Do you know," asks the little monograph in talking to parents on the care of children in war-time, "that ordinary rules for the care of children are more important now than ever?" And—"Do you wake the little ones while the sirens are still sounding? Don't do this if you can avoid it. Get yourself and the older children ready first." "Do you see that favorite toys are not forgotten?" And again—"Have you warned your children that there may be a good deal of noise in an air raid?—be sure to tell the chil-

dren that much of the noise will come from our own guns, fired by the brave men who are looking after us. This will help to make them feel quite safe."

Just as thorough and courageous is the insistence that remedies be found now for long-existing gaps in the services for children and young people. The Board of Education Circular on The Service of Youth says: "The social and physical development of boys and girls between the ages of 14 and 20, who have ceased full-time education, has for long been neglected in this country. War emphasizes this defect in our social services: to-day the black-out, the strain of war and the disorganization of family life have created conditions which constitute a serious menace to youth. The Government is determined to prevent the recurrence during this war of the social problem which arose during the last."

Even in difficult times this planning for the future seems characteristic of much of Britain's war-time effort. One visitor recently told of the newly developed provisions for the day-care of young children where nursery schools were not available. Still another reported the extensive surveys and programs now being undertaken by the several planning organizations. Getting something for the future out of a difficult present seems to be inherent in the spirit of the British people.

#### Stimulated by Emergencies

But it occurs to me that this is not a British trait only. Other nations and we ourselves have profited by its pursuit in the past. For example, much of our health education services have been stimulated by emergencies. Wars always waste and mar the lives of the participants but at the same time they have, in the past century and a half, been a stimulus to efforts at physical improvement. The nations involved have become more or less conscious, for the time being at least, of the importance of physical fitness.

Following the Napoleonic wars, elaborate systems of gymnastics were developed by certain patriots of Germany and Sweden and these were applied to the training of youth in these and other countries with the underlying purpose

of preparing them for the next international conflict. Following the Boer War, England became worried over the health of its youth, and a parliamentary committee was appointed to study and evaluate the various systems of physical training for schools.

We were a sheltered people, and society in general was not much interested in the health or physique of its young people until after the Civil War. The drafts for that war showed our young men more sickly and defective than they have ever been since. In 1866 California passed a law requiring its schools to give "due attention . . . to such physical exercises for the pupils as may be conducive to health and vigor of body."

With the World War, physical fitness, as indicated by the draft, was again to the fore and there was much agitation for efforts to improve the national physique and health. Laws requiring physical education in public schools were placed on the statutes by three-fourths of our States, and there was legislation in a larger number permitting or requiring the physical examination of children.

Similarly provisions for individual differences of children came about because of a serious situation in the schools of Paris, where there was much overcrowding. In the early fall of 1904 the Minister of Public Instruction in Paris appointed a commission to study measures to be taken in the education of sub-normal children in Paris, who not only were unable to profit by instruction regularly given but who were interfering with the progress of their more normal fellows. It was decided that children of this level should be taught in a special school, admission to be on the basis of pedagogical and medical examinations. It was specifically to meet this emergency that the first intelligence scale was constructed. It probably is not too much to say that the work of Binet and Simon culminated in better provisions and a better understanding for the feeble-minded, a more critical attitude toward the public-school curriculum, particularly in America, and a realization of the importance and possibilities of the abilities of the gifted.

### *Depression Results*

More recently we have seen the depression result in social welfare legislation and the development of fundamental governmental programs. The Social Security Act, for example, brought security for the unemployed, for the aged, for dependent children, for handicapped children and adults. So much change in public policy was phenomenal. As one columnist explained it "The collapse of 1933 was so complete, so terrible, that it wiped out all resistance to social reform."

We can all think of other illustrations of social gains which have come out of emergency situations. In this we are not cynics who might say, "The human race needs a good beating now and then to make it think." Nor are we Pollyannas who would say, "Some good will come out of even the worst situation." We mean only to use this exaggeration of the normal situation which an emergency brings in such a way that thinking people will be ready to do something about it. In a sense, an emergency supplies the large-size print that those who run, and run public affairs, will read, and will do something about.

### *Wished-for Miracles*

I suppose each of us has his own list of wished-for miracles. We can think of a situation or two that we would like to help change. I'm thinking of a small town—a comfortable, happy town that is the best little town in its corner of the State. But it has no kindergarten, no nursery schools, no health services to reach out to rural schools, no school doctor, no free clinic or hospital, one playground for the county, no rural library service, no school provision for handicapped children, no visiting teacher or other welfare worker. And in a large industrial city I know well, there is a busy street along which the street car runs, buildings tight along the street on each side, with fruit stands and cobblers' shops and small stores on the first floor and children spilling out of the upstairs living room windows. The school is up over the hill, and it is fine while it lasts, but it closes at 3 o'clock and is closed all day on Saturday, and always it is shut up tight from June to September.

Those are pretty hot months in upstairs rooms.

We could go on laying these situations out on the table—you naming yours, and I naming mine—situations which communities ought to do something about—now. And then the sorting would begin. Some things could be fixed by legislation, such as changing a law or regulation that prevents school buildings from being kept open for community activities. There would be some programs that simply needed stretching—possibly financial stretching—to make them cover more territory, such as helping a good town library to become a county library and serve rural people, too. Some situations would require brand new services which originality and volunteers could provide, such as community visitors to help new families get acquainted with the resources the community affords. Call it by some high-sounding name such as community planning, among ourselves we could afford to be frank and call it fixing up a mess we ought to have gotten at long ago.

Sometimes in the sorting, to be sure, we should find some problems too big for the community to handle alone. The help of the surrounding country or the State or the Federal Government itself might seem to be needed. Take health services for school children, for example. A shocked public reads every day of the numbers of young men rejected for Army service. A spring issue of the *Journal of the American Medical Association* reported that analysis of nearly 10,000 rejection reports shows that though the health of the average trainee is better in most categories than it was in 1917, three times as many are turned down for defective teeth. Other reports emphasize the number of rejections because of nutritional defects. Well, why not, we might ask ourselves. Not half the school children of the country ever have an examination by a physician. Not 1 in 10 students in high school ever has such an examination. Not more than half our schools have adequate teaching personnel or facilities for physical activities. Not 1 in 10 students in high schools ever receives instruction concerning the preservation of his health or that of the community.



Two-thirds of the college students receive no instruction in personal or public health.

Here is a problem which requires joint action not only of neighboring communities, but of the several interested professions as well—a much harder problem, as we can all testify. But in any school, how successful can health instruction be unless it is based on the known needs of individual children as shown by competent health examinations? And how effective can health examinations and follow-up of remediable defects be unless they are coupled with instruction in personal health and hygiene? How much change will the menus of nutrition programs produce unless children have experience in eating and liking the new foods? How long will health rules learned at school exist in the environment of a home which public or private health services have not reached? The trouble here is that we get to tripping over jurisdictional lines. Could some organization, whose members are more interested in children's acquiring and keeping healthy bodies and minds than they are in building up administrative diagrams of lines and staffs, do something about a national problem as huge and as intricate as this one is?

And when that is finished, what shall we say about the 5-year old? So far he is giving a good imitation of the forgotten man. Much too big to sit quietly at home all day long with those babies, the 3- and 4-year-olds, he is nevertheless much too young for the schools to do something about—officially. Who is this young fellow anyway—and his feminine playmate of five fair summers? What do they want to do? What would make a good life for them for a day—and a year? As they become rarer statistically, and clearer to us psychologically, they might even be due a national commission on the 5-year-old, with research, recommendations, and results.

Never, so far as I know, has there been so much public and official encouragement to this sort of long-range, broad-gauge planning. The National Resources Planning Board and its State counterparts get farther into social planning each year. Also under the authority of the Employment Stabilization Act

the Board is just now engaging in a comprehensive program of planning for services to children and youth. And besides these activities, the Board and the Federal Works Agency are now jointly sponsoring a new planning program known as Public Work Reserve to develop which there is a Public Work Reserve staff established in each State. Each of these programs, I believe, counts on the advice and assistance of technicians in health, welfare, and education in defining the needed services.

And so, what I mean to say is that I quite agree with the amendment to the Declaration of Independence which the theme of this conference supplies. Life? Yes, strong and sturdy and self-reliant. Liberty? Absolutely, the freedoms which we prize. Happiness? We hope, for everyone. Now? By all means.



## Negro History Week

The regular annual celebration of Negro History Week will be held from February 8 to 15, 1942. The celebration is sponsored by the Association for the Study of Negro Life and History to increase the interest in the study of the life and history of Negroes and their contribution to civilization.

The activities during the celebration will be centered around emphasizing the need for cooperation among educational institutions in furthering a Nation-wide movement to give all American children an opportunity to obtain accurate information about Negro life and history. It is hoped through this means "to bring about harmony between the races by interpreting the one to the other, to eradicate intolerance, to promote the cause of democracy, and to stimulate the study of the problems throughout the year, rather than during one week only."



● Revisions of the following series of educational charts of the Extension Service of the United States Department of Agriculture are available at 10 cents each:

- 18.1 Furniture woods (natural size).
- 18.2 Veneer and its use in furniture construction.
- 18.3 How lumber may be cut.

## As Beacon Lights

(Concluded from page 97)

practice. We recount what great things we have been able to get done under this free and flexible system of social organization. We point with pride to our vast educational system operating with local responsibility. That achievement and all the others we could mention did not just happen as a result of some rallies, or pageants, or radio dramatizations. Behind these achievements are long, serious discussions of practical ways and means. We did not get that educational system started by decree; it did not come to us merely because our forefathers had enough morale to stick to the independence idea until they won. No, for 40 years after we started business as the United States of America, men grappled with the problem of public education in town meetings. Finally we got public education going when a great discussion movement—the lyceum movement—concentrated attention and discussion on that issue. When we knew enough through patient study and discussion, we achieved democracy in action.

The morale we need in a crisis is in part the product of our confidence in the past successes of the deliberative process. If the morale we need in this crisis is to be more than an emotional glow about democracy in general, we must do everything we can as educators to help the people experience the maximum success in handling today's problems by organizing the pursuit of an understanding of these problems. This is indeed a major responsibility of organized education, that is, of schools, colleges, and libraries. As problems are met with intelligence the people increase in their devotion to the way of life that we are determined to defend.

I am confident that our schools and colleges will not fail the people; that they will continue to stand—as they have done in the past—as beacon lights in a murky world; as great lighthouses of truth and idealism whose effulgent beams shall guide us through the night until there comes a new dawn "secure in justice under law."

*John H. Studdaker*  
U. S. Commissioner of Education.



# Research Program of New York State

by J. Cayce Morrison, Assistant Commissioner, New York State Education Department

★★★ The Regents Inquiry into the Character and Cost of Public Education in the State of New York concluded that the first need of education in the State was "to unify and strengthen the work of the department in research."

To this end the Inquiry recommended that all administrative work of the State education department should be consolidated under five major divisions, one of which should be research. The Inquiry defined the functions of the research division as follows:

to plan, organize, and conduct special research projects which have to do with general educational problems and administration, to collect and analyze routine statistical information on education, to conduct State-wide and local diagnostic examinations, to coordinate the special researches of other sections of the department, to encourage educational research by local school authorities and public and private educational institutions, to advise the commissioner and the regents on all matters involving research, and to operate a central statistical service for all the divisions of the department.

## Expands Research Service

Anticipating these recommendations the board of regents, on July 30, 1937, took the first step toward expanding the research service of the department. This reorganization effected the organization for research in two respects: portionment and statistics, leaving apportionment in the finance division and creating a new bureau of statistical services in research. Second, through consolidating the former offices of assistant commissioner for elementary and secondary education respectively, the title of the former assistant commissioner for elementary education was changed to assistant commissioner for research, and the latter was made responsible directly to the commissioner of education. The organizations and

functions of the research staff were defined as follows:

The assistant commissioner for research, under the general supervision of the commissioner of education, initiates such studies as are needed by the commissioner and the regents for the formulation and evaluation of policies; supervises the work of the division of research, and the bureau of statistical services; coordinates all research activities of the State education department; stimulates and helps to coordinate educational research throughout the State; and directs school surveys or field studies approved by the commissioner and his cabinet, which require the assistance of staff members from other bureaus divisions or offices of the department.

The division of research, under the general supervision of the assistant commissioner for research, proposes problems for study and conducts special studies approved for investigation; advises with department and local school authorities on questions pertaining to the scientific study of school problems; cooperates with curriculum and other committees; gives advice and assistance in the construction and use of educational measuring instruments; makes psychological studies of problem children; conducts State-wide surveys of instruction; advises graduate students and others in the selection and organization of research studies; and cooperates with the assistant commissioner in promoting the scientific study of education.

The bureau of statistical services, under the supervision of the assistant commissioner for research, is responsible for administering and improving the statistical services of the department. The bureau conducts such special statistical studies as may be assigned to it; reviews all forms requesting information sent by the department to schools and colleges of the State, and advises concerning needed revisions or overlapping of function; collects all statistical data required of schools, colleges, or other educational organizations, compiles such data (other than that used in the apportionment of public funds) and reports same to the executive officers of the department and the school authorities of the State; and prepares the statistical part of the department's annual report.

The present research staff of the department consists of the following: one assistant commissioner, one director of

research, three educational research assistants, one of whom has served as acting chief of the statistical services bureau, one principal administrative assistant, two principal clerks, three stenographers and eight clerks of junior or assistant rank.

The research program of the department is developing gradually along the lines indicated in the recommendations of the Regents Inquiry and the definition of functions approved by the regents.

## Statistical Services

The bureau of statistical services answers all inquiries addressed to the department for statistical information. It mails out the forms required by the department in the annual reporting of statistical information, collects these reports, audits them and prepares the annual statistical report issued by the department. More recently the bureau has been charged with the administration of the annual school census. In addition, insofar as its personnel and equipment will permit, it services the research division and the other divisions of the department in statistical studies requiring the use of Hollerith equipment.

The bureau has made progress especially in three respects: (1) It is now auditing all statistical reports, whereas formerly the major emphasis in auditing was directed chiefly to data used in the apportionment of State school funds. In the long run, this more extensive auditing should improve the accuracy of the masses of factual data tabulated and recorded in the annual reports and archives of the Department, thus providing a reservoir of raw material for later research in educational trends. (2) The bureau has speeded up the preparation of the annual statistical report. Formerly, the preparation of

this report inevitably awaited the completion of the annual apportionment of school funds and reached the printer some 12 to 18 months following the close of the fiscal year. Now, the bureau expects that within another year it will be able to complete the essential parts of the annual statistical report within 7 months following the close of the fiscal year. (3) The bureau has effected certain economies in reporting, through eliminating certain items of information which no longer serve a useful purpose and through simplifying the form of the annual report in such manner as to save the department several hundreds of dollars a year in clerical labor and the cost of printing.

#### Studies Completed

During the past school year the research division completed four studies: A survey of the Indian schools of the State, a study of the reading of adolescents, a descriptive report on the work of the school psychologist, and a study of "factors related to pupils' progress" as measured by equivalent forms of the same test in annual testing programs. In addition the division participated in other studies involving cooperation with other divisions of the department and with State groups.

The survey of the Indian schools was made at the request of the division of school administrative services, and is being used as a guide to the development of the Indian school program. The study of the reading interests of adolescents was reported in the *American Library Association Bulletin* for March and May 1941. The study of the work of school psychologists notes the increasing recognition on the part of the schools of the need for psychological services, and attempts to clarify the functions of the school psychologist.

#### Major Project Completed

The major project in the department's research program of the past year was the survey of the curriculum experiment with the activity program in the New York City elementary schools. In the autumn of 1935 the superintendent of

schools in New York City authorized a 6-year experiment with the activity program in approximately 70 elementary schools. Throughout the experiment the division of elementary schools conducted its own program of evaluation. Toward the close of the experiment the board of education requested the State education department to make an independent evaluation of the experiment. For this work the legislature appropriated \$10,000 and the New York City Board of Education set aside, from its regular budget, an approximately equivalent amount.

In addition to the study of "factors related to pupil progress," noted above, the survey comprised several specific studies. Among these were: The development of a scale for judging the extent to which the concepts of the activity program are actually attained in a school or classroom; the development of tests and forms for study of childrens' attitudes, interests, and behavior; a technique for study of parents' attitudes toward the school program; techniques for study of the teacher's evaluation and interpretation of child behavior; and tests for evaluating childrens' use and interpretation of knowledge of science and the social studies. The final report entitled, *An Appraisal of the Activity Program* has been transmitted to the superintendent of schools, and is to be printed by the New York City Board of Education.

Another major project completed within the year was the experiment in the development and use of phonograph records as an aid to learning in rural elementary schools. The experiment was conducted under a grant obtained by the committee on scientific aids to learning of the National Research Council. During the first year of the experiment 38 phonograph records were developed for use in small rural elementary schools. These records were designed to enrich the instructional program. The records were in the general areas of environment, English, and regional studies. During the second year these records were submitted for trial use in approximately 175 classrooms. The records were evaluated on the basis of data reported by teachers and pupils.

A report, planned as a handbook for the guidance of teachers and supervisors in the use of phonograph records, has been prepared for publication and a technical report describing the research involved in the preparation and evaluation of these phonograph records has been typed and filed in the research office and in the State library.

Other projects completed during the last year included a report on age-grade progress of pupils who were enrolled in the eighth grade of New York State rural schools during the first half of the school year 1933-34, published as *University of the State of New York Bulletin*, No. 1195, and an *Elementary School Inventory*, developed for use in faculty meetings as a means of reexamining theory and practice of elementary education.

#### Studies in Progress

Major studies in progress include the *Implications for Public Education of Recent Social and Economic Trends*, and a *Five-Year Study of the Adjustment of Rural Secondary Schools to the Needs of Youth*.

Among the suggestions made by the Regents Inquiry for improving the research function of the State education department was a recommendation related to research and cooperating committees. The Inquiry said:

Research can be stimulated by the State department and made of State-wide value particularly through the agency of the voluntary State educational associations and by setting up cooperating research and advisory committees. These committees will also be of value in bringing out an understanding of local problems and in disseminating the results of research. . . .

A program of research and the full use of cooperating committees . . . are, uniquely adapted to the present-day needs of the State of New York.

In accordance with this recommendation, the research staff approached the various State associations with results that have already borne fruit and hold larger promise for the future. In contacts with State associations, wherever possible, the research staff has worked in conjunction with the administrative or supervisory division of the department most directly concerned with the problem involved.



The New York State Educational Research Association has appointed a committee on State planning. This committee has formulated a comprehensive statement of the principles that should guide the State and its various subdivisions, associations, and agencies in developing a unified State-wide program of research and is in the process of initiating certain State-wide studies. The Council of School Superintendents, comprising the superintendents of cities and villages of 4,500 population or more, appointed an advisory committee on research, which has assisted the department in carrying through two projects and has now initiated a third. The New York State Association of District Superintendents has an advisory committee on research which has assisted the department in formulating plans and initiating a series of studies to obtain better adjustment of rural secondary schools to the needs of youth. The New York State Association of Secondary School Principals has appointed a committee to work with the research division in a study of the *Implications of Recent Social and Economic Trends for Education*. The bureau of guidance has obtained the cooperation of the guidance directors of the State to work with the research staff and the Council of School Superintendents in a series of studies entitled *When Youth Leaves School*. The annual Conference of Supervisors and Directors of Instruction has created a committee, a part of whose assignment is to review and report annually to the conference, the current research of interest and value to the members of the conference.

#### Improving Services to Children

In looking to the future the education department still has a long way to go if it is to make "leadership based on research its central objective." But substantial beginnings have been made. The research undertaken has focused on improving the services of schools to children. Through cooperating committees, the local school people are helping to define the problems on which the research staff will work and are creating a demand for the results of research.

## Kentucky's Educational Program for Defense Workers

by J. W. Brooker, Superintendent of Public Instruction,  
Frankfort, Ky.

★★★ Kentuckians are realizing more than ever before how precious is the skill of human hands. Kentucky has accepted her share of the responsibility of preparing skilled men to man jobs essential to national defense. Since last July, many thousands of Kentuckians have been enrolled in supplementary and preemployment refresher courses operated in centers in the State. The training programs which are the responsibility of the vocational schools got under way shortly after the first of July. Courses have been and are now being operated in Ashland; LaFayette School, Lexington; Henderson; Louisville; Kenton County Vocational School, Covington; Mayo State Vocational School, Paintsville; Owensboro; and Paducah. Courses for Negroes have been operated in Lexington, Louisville, Owensboro, and Paducah.

At any one given time, there has been from 2,500 to 3,000 enrolled in the supplementary and refresher courses. The record of the past year is a record of unexcelled cooperation between the employment service, the WPA, and the schools. Supplementary courses have been given in many occupations essential to national defense. The largest enrollment in any one type of supplementary class has been in machine shop. During the year, between 3,000 and 4,000 machinists returned to school for supplementary instruction in some phase of machine shop and nearly as large a number returned for supplementary instruction in welding.

Preemployment refresher courses have been operated in all the centers where supplementary courses have been taught. Four or five thousand people have been prepared to take their places in industries essential to national defense. Men, who have been in refresher

courses, have been placed about as rapidly as they have been trained. Two weeks ago, 24 men in an electrical course, at the LaFayette School in Lexington were placed in 1 day. Messages from these men reveal their sincere appreciation of the vocational training opportunities that were provided them. There are thousands of illustrations that could be given which point out the success of this training program. Every man who has been trained in welding at the Kenton County Vocational School in Covington has been placed in a job. Reports from men who have been placed in industry point out how they are able to progress satisfactorily with their work and this is a compliment of the thoroughness of the training which they received in the classes conducted by the vocational schools.

New programs have been started in Somerset and in Harlan in addition to the present centers. Other programs will no doubt be started in other sections of the State within the next few months as the need seems to warrant. The defense-training program in Kentucky will go forward at an accelerated pace. Nearly every center has a long waiting list of people who are anxious to get into the various types of defense courses. In the Kenton County Vocational School, the waiting list is two and one-half times the number now enrolled in the defense-training courses. Every effort will be made to expand facilities.

#### Out-of-School Youth

In addition to the specific defense-training programs operated in the larger centers in Kentucky, there has been in operation the training program for out-of-school youth 17 to 25 years of age. These courses have been con-



ducted for the most part in farm shops, which are an integral part of the program of vocational agriculture in the rural high schools of Kentucky. Records show that 715 courses in auto-mechanics, electricity, metal work, or woodwork have been offered recently in 229 centers in the State to approximately 12,000 young men. Included in this program were courses at 29 CCC camps, and in 10 different schools for out-of-school Negro young men. It has been possible to secure the services of highly skilled people to teach the out-of-school youth courses. As an example, one auto-mechanics course was taught by a man who was foreman of a garage that employed 65 auto mechanics. Some of Kentucky's finest machinists and metal workers have taught classes in metal work and auto mechanics for out-of-school rural youth. Likewise, the best of electricians and the most able carpenters have been available to teach electricity and woodwork. It is not claimed that the out-of-school youth defense courses prepare young men for highly skilled jobs, but in a sense, they are prepared for semiskilled jobs and this training serves as preliminary training for them if they desire to go on into the large centers and participate in the specific defense-training courses. Many of America's future workers, now young men living in Kentucky, are going to take their places in industry essential to national defense before this year is over. The defense-training program is rendering a distinct service to these young men and to the total defense efforts in which all America is so much interested.

In addition to the defense-training courses, vocational schools in Kentucky have provided vocational and other necessary instruction for young persons employed on work projects by the National Youth Administration. A rather comprehensive program of education and training for workers employed by the National Youth Administration has been put into operation in nearly every county of the commonwealth. Approximately 7,000 of these youth have been enrolled in courses in agriculture, homemaking, commercial work, machine shop practice, elec-

tricity, building trades, radio, etc. Approximately 165 teachers including both white and Negro have been employed by local boards of education in cooperation with the vocational division of the State department of education to carry on the instructional program for NYA workers.

#### 40,000 in Regular Program

Kentucky's regular program in vocational education is 23 years old. During the past year, approximately 40,000 people participated in the regular program. Large numbers of these are now employed in defense industries. Our democratic way of life calls for a high order of skill in a relatively large proportion of its workers. School boards, school administrators, and teachers throughout pledge themselves to excel during the coming year, the defense-training record of the past

year. The stability of a free nation depends upon the efficiency, the productive capacity, the earning power, and the happiness of those who work. The worker who is an efficient producer and who can point with pride to his own work efforts is one of the makers and keepers of a nation of free men.



#### Mathematics Teachers Meet

The National Council of Teachers of Mathematics holds its convention at Lehigh University, Bethlehem, Pa., December 31 and January 1.

Features of the meeting include a demonstration of multisensory aids, sections for teachers of junior and senior high school mathematics, and sections on the training of teachers of mathematics.

### Philosophy of the Adult Family Life Program

To a greater degree, perhaps, than ever before, there is today a need for a healthy, disciplined cooperative body of citizens, possessed of attitudes and abilities essential to the preservation of those values which we think of as "our American way of life." The development of such a body of citizens does not just happen.

Scientific research through the past few decades has made increasingly clear the fact that personality in its broadest sense is largely the result of early family life experience. What happens to the child during his earliest months and years affects profoundly his life-long health, emotional stability, attitudes, and social adjustment. The child is, indeed, "the father of the man"; he is also the product, primarily, of his family environment.

The achievement of a wholesome family life is greatly complicated today by rapid social change, which has drastically altered the pattern of home living. The pressures of our complicated society are creating for families new and confusing problems. These pressures, coupled with a lack of adequate understanding of developmental needs, result in many casualties, costly in both money and human welfare—divorce, preventable illness, retardation in school, vocational inefficiency, delinquency, and crime.

Fortunately, scientists have placed in the hands of educators data which, if made available in usable form to parents and prospective parents, will aid them greatly in meeting the needs of families. A major purpose of the State family life education program is to provide more opportunities than are otherwise available for adults and young people to study their problems in the light of the newer understanding of personality needs.

A second purpose is to give assistance to communities as they seek to undergird family life through the evaluation and improvement of the local resources which serve the family. Such programs of group study and action are based upon the growing understanding that the community or the nation which develops its human resources is building its own security. *Excerpt from the 1941 report of the Adult Family Life Consultant, Idaho State Board for Vocational Education.*

# Defense and America's Children

By John Lund, Member Joint Planning Board  
for Day Care of Children

★★★ The all-out defense production and armament program to which the people of America have committed themselves is a stern and relentless taskmaster. It has inevitably complicated and intensified many of our social and economic problems and has already resulted in serious dislocations. Population upheavels, the closing of some nondefense factories, the development of huge defense industries in areas primarily rural, the organization of the greatest peacetime Army and Navy in all our history, housed in huge cantonments and bases, have all brought an intensification of the problem of providing education, health and welfare service for the children of America.

The need for the defense of America thus threatens at some points to undermine the strength and stability of the very things we seek to defend, the integrity and security of family life, and the right of every child to education, health, and happiness. Without these essential foundations our American way of life would be radically changed. Economic dislocations can and must be endured. Their endurance is a part of the price we must pay. Social dislocations, and especially those affecting the education and lives of children, cannot be endured for long without destroying the very basis for all that is worth defending.

So already the town of Y with its population of 18,000, which suddenly found itself next to a military post with a military personnel of 75,000 and an increase of 35,000 civilian population, seeks help through Federal grants to equip and staff new schools. Already intensive efforts are under way to provide decent housing for these thousands of new families. Yet in towns like this children are playing in the streets, in alleyways, and on private property, surrounded by hazards and with no supervision. Here can be seen tiny tots of

preschool age playing in the trailer-camp grounds because crowding and congestion make more normal family life impossible. The city of X, where practically every available woman in the community is being employed in a munitions plant, is experiencing the dangers of leaving children completely unsupervised or indiscriminately placed with neighbors or friends or perhaps "parked" with someone who has set up a mushroom "nursery school" or "nursery," without concept of standards or accredited competence for the task. Reports even tell of parents leaving children in locked cars while the mother is at work. In another community they already speak of "door key" children, who roam about with the home door keys tied around their necks.

## Day Care of Children

Reports of conditions such as these led the Children's Bureau to call a conference on July 31-August 1, 1941, to consider what could be done in connection with one serious aspect of the problem, the day care of children of working mothers. This conference included representatives of health and social welfare agencies, both public and private, public-school and college educators, labor organizations, women's organizations, various Federal agencies, and representatives of large lay organizations. This conference, recognizing the extreme importance of our national defense, emphasized that every effort should be made to strengthen family relationships and to provide desirable programs for the care of children.

Following agreement on a set of general principles related to basic purpose and operation the conference provided for the appointment of a number of subcommittees to study problems of Federal-State responsibility, community planning, standards and services for day care, and recruiting and training of personnel. Subsequent meetings

of these various conference committees have laid the ground work in principle for effective approaches to these problems in the communities and areas affected.

Another equally important outcome of this conference was a recognition of the necessity for coordinating the interests and activities of the three Federal agencies most directly concerned with important aspects of the problem of day care of children in this emergency. It was recommended that ways and means be found to enable these agencies to develop a working arrangement for pooling their resources and their experiences. This led to the formation late in September of an inter-agency committee known as the Joint Planning Board on Day Care of Children. This board is made up of representatives from the professional staffs of the Children's Bureau, the Work Projects Administration, and the U. S. Office of Education. A joint statement of purpose and plan was developed and has been announced to State and National leaders, agencies and associations concerned with education, health and welfare programs, and activities. The text of that statement follows:

The defense program has intensified the need for day care of children whose mothers are employed or who come from homes or communities where conditions of one sort or another make supplementary or substitute care necessary. It is to be expected that the number of children needing such care will increase. The resources of such agencies as are now providing various services for children are already heavily taxed and they are finding it difficult to comply with the increasing number of requests for extended services. This suggests the need for the greatest possible coordination of effort on the part of agencies having an interest in this field.

Therefore, as a means of effecting such coordination among the Federal agencies most concerned, the Children's Bureau, the Office of Education, and the Work Projects Administration have organized an informal joint planning board made up of two representatives from each of the three agencies. This group is called the Joint Planning Board for Day Care of Children.

As used by the Joint Planning Board, the term "day care of children" embraces such education, health, and welfare activities as nursery schools, nurs-



ery centers, day nurseries, homemaker's service, and other similar activities which may be developed to meet emergency needs.

It is intended that the Joint Planning Board will (1) plan steps which the three agencies can take to help the States to meet needs as they occur, (2) consult and advise concerning maintenance of accepted standards of day care, especially under emergency conditions, and (3) give assistance and counsel in developing various day care services as these are needed in relation to the defense emergency.

In order that it may serve effectively, the board needs information concerning new or intensified needs for day care, statements concerning situations making such care necessary, descriptions of ways in which it is being provided or planned for, and particularly accounts of steps being taken to coordinate services in providing this care.

#### *Role of Schools*

What can be said concerning the role of the schools in relation to the problems of day care of children in this emergency? First, that it will be no new experience in many communities for the schools to recognize and to play an effective part in the many differing, yet related, efforts which must be intensified as conditions become more serious. Hardly a proposal has been advanced which does not at some point and in some way call upon the school for cooperation and service. The possibilities for expanded activity and extended cooperation by our public schools are increasingly being understood and acted upon by administrators and teachers.

For several years the public schools have been building a valuable body of experience as they have sponsored, housed, and supervised programs of education for family living, nursery schools for children from underprivileged homes, playgrounds, adult education and community recreation, hot lunches, and toy-lending libraries. They have been learning many valuable lessons in the utilization of facilities of all kinds. They have been learning how creativeness and resourcefulness are just as necessary as funds in providing these services; above all they have been growing in their appreciation of the possibilities for service by and through the school as an integral part of the life of the

community. Of course these lessons have not been universally learned, but much progress has been made.

#### *Possibilities for Action*

Among the many things that schools can do as communities face intensified problems of day care for children the following emphases and possibilities for action seem especially pertinent:

1. Leadership and participation in community and regional study, planning and implementation of programs, and services related to the care and supervision of children in all dependent age groups—pre-school, in-school, and out-of-school.

2. Expanded provisions for health education and supervision especially for children entering and leaving school.

3. Careful enforcement of compulsory attendance laws.

4. Expanded use of facilities for continuity of service to in-school children throughout the day at the same place, such as provisions for lunch and after school activities of a leisure time and recreational character. Some schools are experimenting with a longer mid-day period for physical education, leisure time and recreational programs, in and out of doors. Rescheduling of professional personnel and expanded use of volunteers in training are possibilities. The reorganization of the school day with a better balance of activities for pupils and teachers.

5. Expanded use of school plant, grounds, and facilities after school, evenings, week ends, holidays, vacations, have had many successful demonstrations in cooperation with other community agencies, organizations, and groups.

6. Utilization of vacant schoolrooms and buildings for housing nursery schools and day care centers in cooperation with community efforts to make such provisions. Contributions of space, heat, light, equipment, and custodial service have all been provided in many communities in cooperation with programs of the Work Projects Administration. Other community resources would provide personnel and other services. This could be done through expanded opportunities for parent edu-

cation in cooperation with parent groups.

7. Cooperation in the recruitment and training of volunteer workers in child care.

8. Development and expansion of public-relations programs directed to building greater community understanding of the needs of children and the possibilities of coordinated action in carrying out child defense programs.

#### *Reports of Program*

The U. S. Office of Education plans to release, from time to time, reports of progress from the field, together with additional suggestions which may be helpful to schools and school systems. It is to be hoped that reports of this type may be received from the States together with suggestions of ways in which this Office can be most helpful.



#### *Medical Personnel Service*

Director of Defense Health and Welfare Services McNutt recently announced the establishment of a Procurement and Assignment Service to coordinate various military and civilian demands on the nation's medical, dental, and veterinary personnel.

Functions of this new service are stated as follows: "(1) To receive from various governmental and other agencies requests for medical, dental, and veterinary personnel. (2) To secure and maintain lists of professional personnel available, showing detailed qualifications of such personnel. (3) To utilize all suitable means to stimulate voluntary enrollment, having due regard for the over-all public health needs of the Nation, including those of governmental agencies and civilian institutions."

At the first meeting of this new service, "subcommittees were established to consider problems and interests of hospitals, industrial health, dentistry, medical education, Negro physicians, veterinarians, public health, and women physicians," according to announcement through the Office of Government Reports.



# Consultant Service of the Library of Congress

by Walton C. John, Senior Specialist in Higher Education

★★★ The Library of Congress renders a great variety of services which are of educational and cultural importance to the American people.<sup>1</sup> It was founded in 1800 for the main purpose of serving Congress, the Government, research faculties as well as the general public.

During the 141 years of its existence the Library of Congress has become one of the largest and most important libraries in the world. Statistics seem to indicate that it is now the largest with its 6,349,157 printed books and pamphlets, 1,459,995 maps and charts, 1,598,776 volumes and pieces of music, and over a half million prints as well as innumerable manuscripts and uncataloged materials. It has become indeed the national library because of its close co-operative relations with the many libraries throughout the country.

The Library is administered under direction of Archibald MacLeish who was appointed Librarian of Congress by President Roosevelt and took office October 1, 1939 succeeding Herbert Putnam who became Librarian Emeritus. The Library includes the following major units: The Reference Department including the consultant and other research services, the Processing Department, the Administrative Department, the Law Library, and the Copyright Office. Under the Reference Department are the various collections which are administered by the following divisions and services: The Aeronautics Division, the Bibliography Division, the Division of Books for the Adult Blind, the Documents Division, the Fine Arts Division, the Hispanic Foundation, the Legislative Reference Service, the Manuscripts Division, the Maps Division, the Music Division, the Orientalia Division, the Periodicals Division, the Photoduplication Service, the Rare Book Collection, the Service for the Blind, the Semitics Division, the Slavic Division, the Smithsonian Division, the



Hispanic Room.

Union Catalog. The Reference Department also has charge of the reading rooms and had an official representative in France until last December.

## Consultant Service

It is evident that the efficient use of these vast collections and services would require an organization especially qualified to select and appraise the various items. This is being accomplished in large measure through the Consultant Service, making it possible for scholars to obtain a maximum of effective assistance from the Library.

The body of consultants includes two classes: those that belong to the permanent library staff and those that are appointed on a temporary basis from the outside.

Under the direction of R. D. Jameson, Administrator of Consultant Service, are the following fields each under a consultant or honorary consultant:

Arrangement and use of the public catalog, economics, Hispanic literature, Islamic art and archeology, poetry, political science and public administration, care of manuscripts and parchments, classical literature, classification, international law, Japanese law, library practice, military history, musicology, paleography, presidents' bookshelf, Roman law, sociology, use of printed catalog cards, project F, development of Indic studies, census library project, radio research project and Slavic studies.

The consultants that are on a temporary or part-time basis are designated fellows of the Library of Congress in residence and associate fellows. This phase of the service is the result of the reorganization of the Consultant Service in 1940. The Fellowship program is the core of the new program. The two groups in a sense may be considered as a faculty that assists in the scientific development of the collections, gives expert advice on highly specialized fields of knowledge, and serves as contacts between the resources of the Li-

<sup>1</sup> The writer is greatly indebted to Dr. R. D. Jameson, Administrator of the Consultant Service, for data which are the basis of this article.

brary and those carrying on intensive research. The new fellowships have been made possible by a grant from the Carnegie Corporation made in the spring of 1940. The fellows are young scholars and specialists who are actively engaged in teaching and research, who are well acquainted with library problems of their own institutions and are prepared to become acquainted with the collections and methods of the Library of Congress. They are selected with the view to criticizing the holdings of the Library with judgment and perspective. The fellows of the Library of Congress in residence are appointed for 1 year. They are on leave of absence from the institutions to which they belong. They receive a full-time salary from gift funds administered by the Library.

Their specific duties involve the following:

To survey and criticize the collections in the Library;

To recommend acquisition of items in their respective fields;

To improve the accessibility of the service;

To extend the knowledge of the materials in the Library of Congress;

To recommend an acquisition policy, taking into account the position of the Library of Congress in relation to other libraries.

After the termination of their "fellowships in residence" the fellows, on invitation of the Librarian of Congress, may become fellows of the Library of Congress.

The first fellows in residence to be

named, with their fields of activity, are as follows:

Richard H. Heindel, of the University of Pennsylvania. He has surveyed the collections in modern European history.

Edward P. Hutchinson, of Harvard University. He has given attention to the holdings of the Library in population literature.

Jerrold Orne, of the University of Chicago. He has given attention to the Library's collection in Italian literature.

William E. Powers, of Northwestern University. He has surveyed and evaluated the geology collection of the Library.

Francis J. Whitfield cooperated in reorganizing the Slavic collections.

Alexis St. Léger Léger has been surveying the Library's holdings in French poetry.

These fellows in residence have now terminated their year's residence and have become fellows of the Library of Congress.

There are 11 associate fellows who are working in the following fields:

American history, Donald Mugridge; Central European problems, Albert C. Schwartz; education, Max Lederer; European labor problems, Otto Neuberger; folklore, Benjamin A. Botkin; medicine, biology, etc., Morris Leikind; medieval history, William J. Wilson; Pacific Basin, Henry H. Douglas; radio, Jerome B. Wiesner; science, Rufus Suter; Spanish, Carmel Sullivan.

For the year 1941-42 the Librarian of Congress has named four new fellows in residence. The fields covered by these scholars include the following: Naval history, naval technology, and contemporary European history; folklore and Americana; chemistry; and technology and library science.

## A Letter to Parents

As a part of the school health service program of the Nashville, Tenn. public schools, the following letter went out to parents before the new term, from Director R. K. Galloway, M. D.:

"We are looking forward to seeing your child enter school. I am sure it will be a happy experience. You can help make it pleasant by suggesting some of the new experiences he will have there. Be honest with him, as he will look for the things in school you lead him to expect.

"During the preschool period the foundation of physical and social adjustment is laid. The child's development and attitudes at this time largely determine his reactions toward school life. Accustom the child to association with other children before he enters school as much as possible.

"I hope your child is able to take care of his ordinary personal needs, as putting on and off wraps and attending to his toilet habits. Please begin teaching him safety practices, particularly the importance of obeying traffic lights and of looking both ways before crossing streets. I am sure you are guiding him to rely on himself as much as possible. Though you will continue to do many things for him, you will begin to withdraw your protection and he will assume more and more responsibility for his actions. He can learn to do only by doing. Although he will make many mistakes, this is necessary if he is to become a self-reliant individual.

"Do not be overconcerned about your child's weight or size. His build depends mostly on inheritance traits, and children differ individually in size and rate of growth. Give him opportunity for growth in the way of a general diet and plenty of sleep. I heartily recommend that you have the child examined by your physician and follow his directions as to the correction of defects which he may find. If all of our children could enter school free of defects, they would be absent from school much less and could progress much faster with their school work.

"Do not forget to take him to the dentist for a check up on his teeth.

(Concluded on page 119)

Library of Congress Annex—view from roof of U. S. Supreme Court Building.





## Ninth Biennial Conference

by Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education

★★★ Facing the present emergency which is affecting the welfare of preschool children, the 1941 conference of the National Association for Nursery Education placed its emphasis upon conservation of childhood as the first line of national defense. Because of the wide range of professional work represented among its members the association approached the problem of child conservation from the general directions of healthful living, education and guidance, family and community welfare. Attention was given to specific services needed by children and by the youth and adults responsible for conserving the growth of young children today.

Twenty-eight study groups were provided in the conference program to give everyone an opportunity to take an active part in discussions. For each group the periods for discussion were supplemented by a directed excursion to related centers of interest. These included child-guidance centers with their systems of tests, records and service for correction of behavior, speech and physical difficulties; to children's museums and recreation centers; to day schools and to institutions providing 24-hour care in both suburban and crowded city districts; and to housing projects with their provision for nursery schools and supervised play groups for families having low incomes.

General sessions of the conference directed attention to the theme underlying the program—*Life, Liberty and Happiness for Children Now*. For the opening assembly Bess Goodykoontz, Assistant U. S. Commissioner of Education, pointed first to the struggle of our Nation for its "bill of rights" and then described steps in the development of children's inalienable rights to be individuals, and to be protected during the

stress of current emergencies. Topics for other general group meetings included the making of research findings useful to those concerned with young children, the place of religion in the life of the young child, childhood needs in relation to community resources, and education for free men. Under the last topic Horace Kallen traced historically the stages in man's progress from physical and mental captivity toward inner freedom and discussed the responsibility of education to develop "freemen" capable of serving the Nation as a habit of life.

Topics for the discussions included many phases of community planning for the well-being of its young children; leadership training for those able to survey children's needs and bring together the necessary resources to supply the needs; interpretations of nursery education to the community; experiences for children in art, music, language, literature, science, and with different types of play equipment; the use of research findings in motor, social and emotional development and in "deep" and "normal" problems; provisions for healthful living through adequate diet and physical care; special provisions for young children in family life, in methods of guidance at home and in nursery school, in schools for the handicapped and in local and national planning; and guiding principles and standards for group care of children.

### Commentators' Reports Summarized

Reports from commentators appointed for each of the discussion groups were summarized by Alice Keliher as an interpretation of the conference as a whole. In several instances changes were noted between emphases of former conferences and the one just held in Detroit. In other instances current needs were dis-

cussed. Among contrasts drawn to show current emphases were the following:

More concern for giving each child an opportunity to develop his own individuality rather than impose patterns of behavior upon them; a growing appreciation that nursery education should stimulate children to think individually as well as to conform to routines of the day's program; more recognition of increased responsibility for child guidance resulting from the small increase in numbers of children compared to the lengthened life of adults; a closer coordination of the work of agencies serving young children; and a mounting interest in basing changes in local and national life upon stated principles of action.

Current needs that were stressed considered care for *all* young children throughout the Nation. These needs included the following:

The need to regard the whole program of nursery education as a matter of national defense and for the Association to participate in national defense programs affecting young children; the need for adults to learn, with greater humility, the ways of relating their individual interests and activities to those of others and of removing barriers to cooperation that may exist among organizations interested in similar types of work; and a need for more group action in mobilizing resources and in maintaining the long labor for liberty.

Among the 600 people attending the conference were representatives of about 40 different organizations concerned with the welfare of children. Thirty-nine States and the District of Columbia, Uruguay, South Africa, and Australia were represented. Grace Langdon, WPA Director of Family Life Education completed her term of office as president and is followed by Amy Hostler, dean of The Mills School in New York City. Other incoming officers are, for vice president, Mrs. Rose H. Alschuler, director of the Winnetka, Ill. nursery schools and for secretary-treasurer, Dora Louise Cockrell, the State supervisor of WPA nursery schools for Missouri.

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## New Government Aids FOR TEACHERS

by MARGARET F. RYAN, Editorial Assistant



**FREE PUBLICATIONS:** Order free publications and other free aids listed from agencies issuing them

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(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● *The Evolution of the Oil Industry*, a new educational motion-picture film prepared by the Bureau of Mines in cooperation with one of the large oil companies, has just been released by the Bureau of Mines.

Starting with scenes depicting episodes from the Bible in which petroleum pitch or bitumen was used, the film tells a comprehensive story of the petroleum industry which moves rapidly to the Western Hemisphere with scenes of American Indians, and later white men, finding beneficial uses for rock oil. Progress in oil well drilling is followed across the prairies to the waters of the Pacific Ocean. (See illustration.)

Copies of the film in 16-millimeter size (sound) are available for exhibition by schools, churches, colleges, civic and business organizations, and other interested groups. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 3800 Forbes Street, Pittsburgh, Pa., and should state specifically that the borrower is equipped to show sound films. No charge is made for the use of the film, although the exhibitor is expected to pay for transportation charges and for loss or damage other than normal wear and tear.

● Four new defense and regional adjustment film strips, prepared by the Bureau of Agricultural Economics and the Extension Service of the Department of Agriculture, deal with the impact of the defense program on agriculture, taking up briefly the most acute problems of each area and pointing out needed adjustments of land and people.

These strips are available in single and double frames and can be purchased from the Photo Lab, Inc., 3825 Georgia Ave. NW., Washington, D. C., at the prices indicated.

605. *Defense and the Farming South*. 39 frames, 50 cents; double frame, \$1.

606. *Defense and the Northern Dairy Region*. 38 frames, 50 cents; double frame, \$1.

607. *Defense and the Farming West*. 31 frames, 50 cents; double frame, \$1.

608. *Defense and the Corn Belt*. 35 frames, 50 cents; double frame, \$1.

● *The Minerals Yearbook* (1941 edition), prepared by the Bureau of Mines, contains the most comprehensive data ever assembled on production, stocks, distribution, trade, and consumption of metals, nonmetals, fuels, and



Courtesy, Bureau of Mines

Oil wells in Pacific Ocean near Santa Barbara, Calif.

mineral products. Written and edited by nationally known authorities in the field of mineral economics and technology, *Minerals Yearbook* is replete with information essential to the mineral industries and national defense. This 1,450-page volume is available from the Superintendent of Documents at \$2 a copy in the United States and Canada.

● *Defense*, the official weekly bulletin of the Office of Emergency Management, reports on the activities of the Office of Production Management, the National Defense Advisory Commission, the Defense Communications Board, the Division of Scientific Research and Development, the National Defense Mediation Board, the Defense Aids Reports Division, and the Division of Civilian Defense, as well as on the activities of the Coordinators of Defense Housing, of Health and Welfare, and of Commercial and Cultural Relations Between the American Republics, and of the Administrator of Prices and Civilian Supply.

Subscription rates by mail: 75 cents for 52 issues; 25 cents for 13 issues; single copies, 5 cents. Money orders should be made payable directly to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

● Simple emergency measures which are readily available may add to the comfort of an injured person while waiting for a physician to arrive, and in some instances may contribute to the saving of a life. The United States Public Health Service has prepared an illustrated booklet entitled *Until the Doctor Comes*, Miscellaneous Publication No. 21 (10 cents), which tells what to do in an emergency, as in the case of shock, dog bite, insect sting, suffocation, and injuries due to heat and cold.

● The official master map of the United States, 7 feet long by 5 feet high, shown on page 51 of the November 1941 issue of *SCHOOL LIFE*, has been brought up to date by the General Land Office after more than 2 years of research.

For the first time, the location of the 57 Federal Grazing Districts established in 10 Western States for the conservation of livestock raising facilities on 142,000,000 acres of the public domain are indicated as well as Grand Coulee and Boulder Dams and other man-made elements added to the national defense and economic resources of the United States under the program of the Bureau of Reclamation; and the scope of several new national parks, monuments, and historic sites.

Preparation of this master map has been the continuing task of the General Land Office since the issuance of the first edition in 1880 in response to specific instructions of Congress. The only publication of its kind assembled by legislative mandate, its details have been carefully revised every 2 years since that date.

Copies of the new map mounted on canvas sell for \$3.50 each.

● Some phase of the work of the United States Merchant Marine is treated in each of the following publications of the United States Maritime Commission:

*General Information on the United States Maritime Service*, an illustrated 19-page pamphlet on the work of this Government agency, and *Cadetships in the Merchant Marine of the United States*, which contains general information for applicants and regulations governing appointments.

Free copies of each of these publications may be had by writing to the United States Maritime Commission, Washington, D. C.



# School Facilities in Defense Areas

by H. F. Alves, Senior Specialist in State School Administration

★★★ In the early stages of development of the national defense program the need for family housing facilities was recognized by Public Law 849 (76th Cong.), "an act to expedite the provision of housing in connection with national defense and for other purposes." This act also recognized the need for "community facilities" by a limited provision setting aside not to exceed 3 percent for such facilities, including schools.

Recognition is further evidenced by Senate Resolution 324 (76th Cong.), calling upon the Secretary of the Navy and the Secretary of War "to make a full and complete study and investigation of all school facilities at or near naval yards, Army and naval reservations, and bases at which housing programs for defense workers are being carried out or are being contemplated." Specifically, three questions were asked relative to these areas; namely:

(1) Whether such housing programs would necessitate additional school facilities;

(2) Whether the communities adjacent to or near such reservations and bases are financially able to provide such additional facilities if needed; and

(3) Whether the Federal Government should provide such additional facilities, irrespective of the financial ability of the community.

## Preliminary Study of Needs

Following requests from the Secretary of the Navy and the Secretary of War for the U. S. Office of Education to make the study called for by Senate Resolution 324, plans for a preliminary study were formulated with the assistance of interested Federal agencies and State departments of education. The study included all local areas affected by activities of the national defense program—not only those "at which housing programs for defense workers are being carried out or are contemplated."

The Office of Education sent to State superintendents and commissioners of education a form and instructions for

collecting information for evaluating the adequacy of existing school facilities and for preparing estimates of facilities needed to accommodate children of school age of personnel connected with projects essential to the defense program. Representatives of the chief State school officers cooperated with local school authorities in obtaining the information. In brief, the inquiry form sought the following information:

(1) The number of additional pupils that could be accommodated by existing school facilities;

(2) The number of additional families and children of school age estimated in terms of available information on proposed family housing facilities;

(3) Needed school plant facilities for the increased school population;

(4) The number of additional teachers required;

(5) Estimated amounts of funds needed for:

(a) School plant facilities, including school sites and equipment;

(b) Transportation equipment required for transporting pupils to and from existing public schools not within walking distance as defined by State law;

(c) Operation and maintenance of the aforementioned plant and transportation facilities; and

(d) Salaries of teachers and other instructional costs.

## Findings of Preliminary Study

The U. S. Commissioner of Education's *Report<sup>1</sup> on School Needs in Defense Areas* based on this cooperative study, shows—

There is an imperative need in many localities for additional school facilities to accommodate children of personnel connected with projects essential to the national-defense program;

School-plant facilities should be programmed and built at the time that family housing facilities are programmed and built;

Most local school administrative units at or near these defense areas

cannot possibly during the current school year, and probably not during the next school year, provide the required school facilities; and

Equity demands that the Federal Government assume responsibility for providing educational facilities for the children who are suddenly removed into communities in defense areas, few of which can provide adequate school facilities for them.

Information reflecting financial ability of local school administrative units in these areas indicates that in the main these units, because of existing legal limitations on bonded indebtedness for school purposes, cannot provide funds for capital-outlay purposes. It is common practice to derive funds for capital outlay through the issuance of bonds by local school administrative units. These units must conform to limitations regarding maximum bonded indebtedness that may be incurred for school purposes and to the maximum local tax on property that may be levied for interest on and redemption of such bonded debt.

Individual area reports show that in most cases local school administrative units involved find it impossible to obtain additional funds for current expenses. These local school units generally must conform to legal limitations regarding the local tax rate that may be levied for current expense for public schools. Obviously a reduction in the property subject to taxation within a local school unit reduces the income of that unit. This results when property is acquired by the Federal Government. Furthermore, local school administrative units must conform to stipulated budgetary procedures. These procedures prevent local units from increasing their respective budgets after a date fixed by law. In some instances public-school authorities have no recourse in the matter of obtaining increased local funds because the additional children live on property of the Federal Government or of a private industrial concern not a part of but ad-

<sup>1</sup> The report and recommendations with supporting tabulations are incorporated in Senate Document 20 (77th Cong.). Senate Document 20 transmitted the Commissioner's report to the U. S. Senate in response to S. Res. 324.

joining the local school administrative unit involved.

In his official report<sup>1</sup> the U. S. Commissioner of Education recommended the following plan for paying the cost of school needs in defense areas:

(1) For children residing on *public* property the Federal Government should bear the cost of required capital outlay and current expense except that when such property is liquidated, a pro rata part of the cost should be assumed by the local school administrative unit or units involved.

(2) For children residing on *private* property *not subject to immediate taxation* the Federal Government should lend to the local school administrative unit the required funds for capital outlay and current expense that cannot be derived locally until the property in question appears on the tax rolls, except that during the nontax producing period the Federal Government should pay, in lieu of taxes, its pro rata part of the current expenses.

#### Legislation

Hearings on H. R. 3570, calling for "community facilities," including schools, were held in March 1941 by the House Committee on Public Buildings and Grounds. In April, the chairman of this committee reported out H. R. 4545 "to provide for the acquisition and equipment of public works made necessary by the defense program." This bill defined "public work" to mean "any facility useful or necessary for carrying on community life" and states "but the activities authorized under this title (Title II) shall be devoted primarily to schools, water works, works for the treatment and purification of water, sewers, sewage, garbage, and refuse disposal facilities, public sanitary facilities, hospitals, and other places for the care of the sick, recreational facilities, and streets and access roads."

H. R. 4545 was passed by the House of Representatives May 9, 1941, and was referred to the Senate Committee on Public Buildings and Grounds. Hearings were held by the Senate committee on May 19 and 20, 1941, and on June 9 the committee reported the bill with amendments. It was passed by the

Senate on June 12, but rejected by the House on June 19. After submission to conference, the House finally adopted H. R. 4545 with Senate amendments and the Senate accepted it on June 27, 1941. H. R. 4545 authorized the appropriation of \$150,000,000 for "public works," as previously defined, and became an amendment to P. A. 849, which provides Federal funds for family housing for defense workers. H. R. 4545 became Public Law 137 (77th Cong.) and funds to implement its provisions were made available.

#### Administration of Public Law 137

The Administrator of the Federal Works Agency is designated as the Administrator of this act. Applications for Federal funds authorized under its provisions are filed by local school authorities with the regional offices of the Defense Public Works Division of the Federal Works Agency. In a region priorities are determined with the assistance of a committee composed of the Regional Director of the Defense Public Works Division, the Regional Director of the Office of Defense Health and Welfare Services, and representatives of the National Resources Planning Board, State planning boards, and defense councils as well as of education, health, and recreation. The applications referred to are forwarded by the Regional Directors of the Defense Public Works to their Washington office for final review. Applications for Federal financial assistance from Public Law 137 for school facilities are submitted by the Defense Public Works Division of the Federal Works Agency to the U. S. Office of Education for "certificates of necessity" setting forth and substantiating the needs for school facilities, including building facilities as well as current expense requirements. These serve as bases for approval or disapproval of projects applied for. Final action as it relates to approval or disapproval of projects is recommended by the Bureau of the Budget for the President.

Activities of the Federal Government in its defense program have caused an unprecedented migration of personnel to Army, naval, and industrial establishments. In many of the localities ex-

periencing this condition essential community services, including schools, are not available and in most instances cannot be made available by the local governmental entities. The need for additional school plant facilities as well as the need for possible Federal financial assistance can be known only through first-hand knowledge acquired through field work. Experience to date pointedly shows that the need for additional school facilities because of the defense impact is changing from day to day. To assist local and State educational authorities in determining the adequacy or inadequacy of existing school facilities in defense areas, the U. S. Office of Education has a staff of senior specialists on school facilities working out of the offices of the Regional Directors of Defense Health and Welfare Services. When visiting a local defense area for the purpose of determining actual school needs, these representatives of the Office of Education are accompanied by representatives of State departments of education.

Every possible effort is put forth in this field work to attempt to project additional physical plant facilities in accordance with current practices in the locality and in the State and in accordance with long-range plans. Emphasis is placed upon such analyses of the local situation as will reflect, first, the likely needs for the defense area involved and, second, the possible needs for each of the local school administrative units in this area. Furthermore, in evaluating the adequacy of existing school facilities to serve the increased needs on account of defense activities, the ability and effort of the respective local school administrative units involved as well as the existing legal limitations relative to assumption by these units of additional obligations for capital outlay purposes, and other similar factors are considered. Obviously this program of evaluation also takes into consideration available funds for school purposes from all regular sources. Possible State emergency aid is a factor in several States.

With the determination of the likely influx of school population chargeable to defense activity a plan is coopera-

(Concluded on page 120)

<sup>1</sup> The report and recommendations with supporting tabulations are incorporated in Senate Document 20 (77th Cong.). Senate Document 20 transmitted the Commissioner's report to the U. S. Senate in response to S. Res. 324.



# Selective Assignment in the CCC

by John E. Waller, District Educational Adviser, CCC

★★★ Helping youth to find himself has been a major objective of the Civilian Conservation Corps since its inception. A plan to assist the prospective enrollee to ascertain his interests and aptitudes, correlated with a plan to assign him to a camp where the training program is in line with his interests and abilities has now been under way in southern California for some 2½ years.

The first concrete effort to develop these plans was made more than 2 years ago. Previous to that time the common practice was to assign the boys to the camps with little regard to the type of training available at the camp or the personal aptitudes, interests, and previous experience of the enrollees concerned. CCC applicants were enrolled in groups, and those first in line were assigned to the first camp on the list. Consequently the enrollee had little choice as to the type of work he would do or the training he would receive while he was enrolled in the CCC. During the first years, when the great aim of the CCC was to provide the bare necessities needed to sustain life in hundreds of thousands of hungry, ill-clad, unemployed youth, this did not appear to be so important. But later the value of the corps as a training organization was so apparent that it became imperative to devise a workable system of selective assignment if the full potentialities of the corps were to be realized.

Previous experience had shown camp officials the futility of attempting to train CCC enrollees in a vocational subject in which they had neither interest nor aptitude. Any attempt to force such training upon them often resulted in the development of antagonisms within the men toward the subject. The CCC educational program, noncompulsory as it is, must depend upon the interest it creates in the enrollees for its drawing power and for its suc-



Manual dexterity tests being administered to a group of applicants.

cess. If interest is not there, neither is attendance.

It developed that in many camps there would often be only two or three members of the company in regular attendance in the algebra class, the woodshop, or the auto mechanics class. In a district of 4,000 or 5,000 enrollees it was assumed that there were many more who would be glad of the opportunity for special types of training. The difficulty was that in many cases they were scattered throughout the district in camps which had no algebra courses, no woodshop, no auto mechanics training.

This situation led to the development in the Los Angeles district of an extensive preselective assignment plan which has been used with success since July 1939.

## Systematic Study

The plan is based upon a systematic study of all camps in the district relative to the courses of instruction that

each is best qualified to offer. For instance, one camp is located adjacent to a large CCC automotive repair shop in which a crew of enrollees is assigned as helpers, thus providing an excellent opportunity for vocational training in auto mechanics. Another camp, especially equipped for aircraft sheet metal work, offers a 200-hour course for specially selected enrollees, with graduates of the course being employed by the aircraft industry. A third camp is located near a junior college, which provides regular college credit for work completed by eligible enrollees. This college, besides opening its shops, classrooms, and laboratories to the enrollees of the camp in its day-school program, sends its regular college instructors into the camp for evening classes. Other camps are especially equipped to offer training in the operation, repair and maintenance of heavy equipment, radio maintenance and operation, carpentry, cooking and baking, forging, welding, and many other subjects.

In addition to the specialized vocational training subjects, not more than two or three of which are offered in any one camp, each camp in southern California is affiliated with a high-school district to the extent that the camp is a branch high school with regular credentialed teachers offering credit toward graduation. This has made it possible to concentrate on the vocational training aspects of the situation rather than the academic so far as selective assignment is concerned.

After the facilities of the district had been determined, the next step was to devise some means by which CCC applicants could be "earmarked" at the time of selection and later assigned to those companies in which their own aptitudes and capabilities could best be realized. The big problem was to determine the aptitude, ability, and interest of each enrollee *before* actual enrollment. To take the applicant's word for what he wanted to do was unsatisfactory because too many of them were uncertain where their aptitudes and interest lay, with the result that a large percentage changed their minds as to the type of training they desired after they had been in camp for a month or two. It was necessary to delve further into the applicant's background than was revealed in his statement of what he wanted to do.

This information is available from three sources: The applicant's parents, officials of the school attended by the applicant, and the applicant himself. School officials made it possible to study the applicant's records, to find those subjects in which considerable interest and ability had been shown, and also those subjects that had been distasteful or difficult. School records, for instance, revealed that one lad had failed in mathematics and Spanish and had bare passing grades in his other academic subjects, but he had set the pace in his auto mechanics class. The importance of such information in attempting to assign a particular applicant to a suitable camp for vocational training purposes is evident.

#### *Data From Schools*

Data of this kind are secured from the schools in two ways. First, the Los Angeles CCC District has a working



Interviews following the initial test.

agreement with many southern California principals, counselors, and teachers who make recommendations relative to the type of training they believe their former students to be best fitted for. Second, a form letter requesting information as to the subjects in which the applicant did his best and his poorest work, a character evaluation and other pertinent information which was devised by the Los Angeles County selecting agent, is sent to the schools attended by the applicants. Additional information is secured from parents by staff workers from the office of the county selecting agents.

With this information in hand, the applicants are called for personal interview at the office of the selecting agent several days before they are to be enrolled. There they are subjected to personal interviews and a battery of tests administered by the district educational adviser and a staff of camp advisers, supplemented by other personnel from nearby camps. Ordinarily between 200 and 300 applicants are handled by the group each day until the full county quota of replacements has been processed.

The first test given is one for general

ability, usually such a test as the Otis Self-Administering Test of Mental Ability, the Terman Test, or the California Test of Mental Maturity. These are required of all applicants.

Next, the advisers hold a short personal interview with each applicant to verify the information obtained from the schools, parents, and from the boy himself in order to place him in either the clerical or mechanical general classification.

Those tentatively placed in the mechanical group are now tested by use of mechanical aptitude tests such as the J. L. Stenquist Mechanical Aptitude Tests I and II, or the T. W. MacQuarrie Test for Mechanical Ability. If, in these tests, the applicant makes a high score he may be given such additional tests as the Minnesota Spatial Relations Test, the Minnesota Mechanical Assembly Test, or the Wiggly Blocks to aid in determining the degree of his special ability.

It should be noted here that an electric test scoring machine making the test scores available immediately was placed at the disposal of the district educational adviser by a local testing bureau. This bureau in cooperation



with the college of education of a local university has aided greatly in the development of this program.

The clerical group in a like manner is further tested by use of such tests as the Minnesota Vocational Test for Clerical Workers, Johnson-O'Connors Number Checking and Word Checking, and Thurstone's Examinations in Clerical Work.

Then in the light of information obtained from parents and school officials, from test scores and norms, the applicants are reinterviewed in regard to their interests and their knowledge of the field in which they are interested. In many instances they answer questions for as many as three interviewers. When the interviews are completed, a round-table discussion is held by the examining staff and recommendations are made by the examining group to the selecting agency for special assignments to those camps which have the best training facilities in the particular fields for which the applicant seems best fitted.

#### **Camp Determined by Three Factors**

Thus the camp to which each applicant is assigned is determined by three factors: (1) The type of training recommended by officials of the applicant's school in the light of his past record; (2) the applicant's aptitudes and mental ability as indicated by tests; (3) the personal interest and desires of the applicant as revealed in his interviews.

For example, if an applicant has a satisfactory record in an auto mechanics training shop, if his tests indicate a strong mechanical aptitude, and if, during his interview, he revealed that he "liked to fool around with gasoline motors," then that applicant is "earmarked" by the selecting agent for enrollment in a particular camp with an outstanding vocational training program in auto mechanics. The selecting agents' recommendations are followed by the district enrolling office without question.

In the same manner those camps having outstanding facilities for instruction in carpentry, photography, radio, cooking and baking, operation of heavy equipment, road construction, powder work, welding and forging, clerical work, and any of the other numerous

subjects for which training is available in the CCC, receive replacements whose personal interest and aptitude best fits them for each particular type of work.

A good example of the manner in which the Los Angeles preselection assignment plan has worked out is shown in the record of the Camp Vista class in aviation sheet metal, which was inaugurated coincidental with the selective assignment plan. Seven classes of 40 students each, totaling 280 enrollees, have enrolled in the course since its origin. Of this number, 248 completed the course and were subsequently employed by the aircraft industry.

Completion of the course is an essential requirement for employment, but the course is stiff, extending over a minimum of 200 hours, and those who fail to produce satisfactory work are dropped from the rolls. Without the aid of the selective assignment procedure, it would be practically impossible for an average CCC company of 160 men to provide sufficient qualified enrollees who could meet the educational and age requirements, to keep such a class going at full strength.

To enable CCC enrollees to receive the best training possible in the fields in which they themselves are most interested and best qualified, makes for more competent and skillful workmen and therefore a more efficient organization. The Government has spent large sums of money to provide equipment and instructors with which to conduct vocational training, and it is only reasonable to insist that an honest effort be made to open this training to those enrollees who will benefit most from it.



#### **Defense Handbook Issued**

The OEM announced publication of a 72-page handbook detailing the functions and administration of the various defense agencies within or associated with the Office. The handbook, designed for general reference, briefly outlines the development of the defense agencies, explains the authority under which each agency was created, describes its functions, and lists its staff. Copies of the booklet may be obtained from the Superintendent of Documents, Washington, D. C., for 10 cents each.

## **Letter to Parents**

*(Concluded from page 112)*

Though most of his teeth that he has now are temporary, they should be kept in good condition. He needs them to chew with for some time. The permanent teeth will come in straighter if the temporary teeth are not lost too early. Children should begin going to the dentist at the age of 2½ years and make return visits every 6 months. The most important thing to do to have good teeth for your child is regular attention by a dentist.

"Provide time and place for rest and sleep, enough that he will not be tired and fretful. The cause for nervousness in most children who are so affected, is overfatigue. Their nervous system has been stimulated too much. They have not had sufficient time for recuperation.

"For the control of communicable diseases, have him immunized against those which your doctor recommends, and keep him away from ill children.

"I suppose you expect me to say a lot about foods and eating habits. On this subject I can be brief. Encourage your child to eat a general diet. The stomach needs some rest so food taken at the three regular mealtimes is generally sufficient. A simple between-meal feeding of fruit or milk may be allowed in the afternoon. The candy-eating habit should be discouraged and sweets be eaten as dessert at mealtime. Ordinarily the child needs no 'special' foods. Serve varied foods and take for granted that he will like them. Set the example of eating different things and he will follow suit. Do not force or even coax him to eat anything. If he does not wish to eat what you have prepared, politely excuse him till the next meal. Make that meal just routine matter-of-fact, and he will eat sufficiently.

"I know you are quite anxious for your child to have good habits—be polite, honest, play fair, etc. We adults try to impose some strict rules of conduct on our children. Sometimes we expect them to do certain things when they have had no similar experiences to guide their reasoning. Children are quick to catch on to these rules of so-

ciety. They learn readily what kinds of conduct are acceptable to and what things displease their associates. 'Taking turns' at play is a keystone of honesty taught by the group. Children adopt their habits in a very practical manner. They cannot be bamboozled or hoodwinked into following niceties. Only as parents and other associates whom he admires play the game squarely—being truthful, kind, sincere, and tolerant, will the child make these habits a part of his daily living.

"I wish for your child a happy entrance into school. I shall be delighted to see him at that time."



### Civil Service Examinations

Positions in the Federal Service are open at the Armoured Force School, War Department, Fort Knox, Ky., for:

*Senior instructors*, \$4,600 a year.

*Instructors*, \$3,800 a year.

*Associate instructors*, \$3,200 a year.

*Assistant instructors*, \$2,600 a year.

*Junior instructors*, \$2,000 a year.

Following are the optional branches: Radial engines, internal-combustion engines, motorcycles, automotive (chassis less engine), radio operating, and radio electrical work.

Openings also exist with the Civil Aeronautics Authority for:

*Senior flight supervisor*, \$3,800 a year.

*Senior ground school supervisor*, \$3,500 a year.

*Flight supervisor*, \$3,200 a year.

*Ground school supervisor*, \$2,900 a year.

*Assistant airway traffic controller*, \$2,300 a year.

Necessary application forms may be obtained from the secretary, Board of U. S. Civil Service Examiners at any first- or second-class post offices, or from the U. S. Civil Service Commission, Washington, D. C.

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**Upon request to the U. S. Office of Education, Federal Security Agency, Washington, D. C., lists of its publications will be sent free.**

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## School Facilities in Defense Areas

(Concluded from page 116)

tively projected for additional facilities required because of the inadequacy of existing facilities.

Within a given defense area, involving in many instances a number of local school administrative units, the inadequacies in a given unit may often be overcome by greater utilization of facilities within this unit and in adjoining units. Reassignment of pupils and rearrangements of schedules, first within and second, without a given local unit in some instances permit the accommodation with existing facilities of an appreciable influx. Within existing legal limitations and specifications, transporting pupils to schools in adjoining local school administrative units is generally relied upon as an emergency measure by State and local school authorities. Programs of pupil transportation have been developed in most States and in a number, the State pays either all or part of the cost of transportation, and in some the cost of tuition to the receiving district.

If the aforementioned plan for greater utilization of existing facilities does not permit accommodation of all of the increased enrollment, provisions by administrative units involved in a given defense area for increased school housing facilities are projected in terms of:

- (1) Bringing into use buildings abandoned during the recent past because of reorganization programs;
- (2) Rented, donated, or improvised quarters;
- (3) Alterations of existing buildings;
- (4) Additions to present plants; and
- (5) Construction of new buildings.

### Current Operating Needs

Because local school administrative units must conform to stipulated budgetary procedures, they cannot increase their respective budgets after a date fixed by law. Thus when these units are forced, to accommodate an influx, to provide instructional and other services not included in their current budgets, they must rely on other than local sources for additional funds during the

current and possibly the next school year. In certain States financial assistance will be available to the local units through the existing programs involving the distribution from State sources of regular and special funds for school purposes. In a number of States because the method of distribution of State school funds depends on the preceding year's status, no additional funds from State sources will be available during the current year. Whenever the additional funds required, as referred to above, cannot be made available from existing local and State sources, funds from Public Law 137 are usable on the basis of the actual need chargeable to the defense situation. It is true that in those local school administrative units in which defense family housing units have been provided with funds from P. A. 849, *payments in lieu of taxes* may be made during the year. Section 9 of P. A. 849 states:

The Administrator may enter into any agreements to pay annual sums in lieu of taxes to any State or political subdivision thereof, with respect to any real property acquired and held by him under this act, including improvements thereon. The amount so paid for any year upon any such property shall not exceed the taxes that would be paid to the State or subdivision, as the case may be, upon such property if it were not exempt from taxation.

Of course such payments of "annual sums in lieu of taxes" will in no instance be sufficient to provide for defense-connected children, the school facilities and services provided for children residing in the locality preceding the emergency. There is thus an urgent need in numerous defense areas for Federal financial assistance for current operating purposes as well as for physical plant and transportation facilities. With few exceptions such assistance will, in the main, be limited to instructional costs, of which the major item will be salaries of teachers; to operation and maintenance of plant, particularly rented, donated, and improvised classrooms and of added classrooms and other facilities provided with funds from Public Law 137; and to operation and maintenance of transportation equipment supplied with funds from Public Law 137.



# EDUCATORS' BULLETIN BOARD

by SUSAN O. FUTTERER and RUTH A. GRAY, U. S. Office of Education Library

## New Books and Pamphlets

### Education and Democracy

The Education of Free Men in American Democracy. By Educational Policies Commission. Washington, D. C., Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1941. 115 p. 50 cents.

This is the fifth volume in a series on Education in American Democracy, offering practical help to teachers and citizens in developing a forward-looking program of education and the means of putting that program into action in schools. This volume charts the knowledge, the loyalty, and the discipline that are necessary for free men if a society of free men is to endure.

### Language Arts

Language Arts in the Elementary School. Twentieth Yearbook. Washington, D. C., Department of Elementary School Principals, National Education Association, 1941. p. 229-671. illus. (The National Elementary Principal, vol. 20, no. 6.) \$2.

Includes oral and written language, reading, handwriting, and spelling; emphasizes experiences in the use of language skills in a variety of situations, discusses diagnostic and remedial work and special problems of administering and supervising the language program.

### Negroes—Bibliography

The Negro. A selected list for school libraries of books by or about the Negro in Africa and America, compiled by the Division of School Libraries. Revised and reprinted through the courtesy of the Julius Rosenwald Fund. Nashville, Tenn., State Department of Education, 1941. 48 p. Free. (Address: The Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Ill.)

The books listed are grouped under three subdivisions: 51 titles for elementary school libraries, 122 for junior and senior high school libraries, and 18 for the teacher's collection. Classified and annotated.

### Selective Service

Is Your Number Up? Practical Information for the Future Selectee, by Blake Cochran. New York, Bureau of Publications, Teachers College, Columbia University, 1941. 65 p. 25 cents.

Aims to facilitate the social and economic adjustments that must be made by men who are leaving civilian life to enter military service. Prepared at the suggestion of the National Committee on Education and Defense.

### Federal Government

Our Federal Government, by Benjamin Brodinsky. Evanston, Ill., Row, Peterson, and Company, 1941. 48 p. illus. (Basic Social

Education Series.) 32 cents, single copy; 25 cents in quantities.

Describes the organization and work of the United States Government.

### Industrial Arts

Industrial Arts Teacher Education in the United States, by Verne C. Fryklund. Bloomington, Ill., McKnight & McKnight, 1941. 112 p. illus. (Bulletin number 2, National Association of Industrial Teacher-Trainers, Affiliated with the American Vocational Association.) \$1.

The study was planned to investigate the educational preparation of industrial arts teachers throughout the United States. The survey includes: The institution, the faculty, the aims, the offerings, directed teaching, projected changes, and points of general interest.

### Work Camps

Works Camps for College Students, by Kenneth Holland. Prepared for the American Youth Commission. Washington, D. C., American Council on Education, 1941. 32 p. illus. 25 cents.

Tells the story of a movement started in 1934 under the auspices of the American Friends Service Committee, sponsors of the first private work camp. The camps offer laboratory experience of value to students of the social sciences. Another pamphlet "Work Camps for High School Youth," by Kenneth Holland and George L. Bickel is also available for 25 cents.

### Motion Picture Equipment

Recommended Procedure and Equipment Specifications for Educational 16-mm Projection. A report of the committee on nontheatrical equipment of the Society of Motion Picture Engineers. New York, Committee on Scientific Aids to Learning of the National Research Council (31 E. 42nd St.) 1941. 54 p. Single copy free to teachers and administrators.

Pt. I, General discussion of the problems.—Pt. II, The optical properties of commercially available screens for 16-mm projection.—Pt. III, Performance specifications for 16-mm projection equipment for educational service.

## Recent Theses

A list of recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

ABERCROMBIE, STANLEY A. A critical evaluation of selected tests used to determine changes in knowledge and skills relating to automobile driving. Master's, 1940. New York University. 101 p. ms.

ANDERSON, CATHERINE RUSSEL. Construction of a scale of parental attitudes. Master's, 1940. George Washington University. 88 p. ms.

BALL, FRED J. A study of the predictive values of the Thurstone primary mental abilities as applied to lower division freshmen. Master's, 1940. Pennsylvania State College. 25 p. ms.

BEAUCHAMP, ROBERT O. Relation of science achievement to certain academic and social factors. Doctor's, 1940. George Peabody College for Teachers. 11 p.

BELL, RUTH A. A study of the constancy or variation in the treatment of selected guidance issues based on a study of the published books over a 30-year period by outstanding authorities. Doctor's, 1940. New York University. 202 p. ms.

BENZ, MARGARET G. Family counseling service in a university community. Doctor's, 1940. Teachers College, Columbia University. 124 p.

BLAU, EDITH. The use of American folksongs in public schools. Master's, 1940. George Washington University. 47 p. ms.

BROWN, HUBERT B. A study of safety in the elementary and junior high schools of New York City. Doctor's, 1938. New York University. 228 p. ms.

CARY, WINONA E. The deaf child in the public school. Master's, 1940. George Washington University. 79 p. ms.

DALY, CHARLES B. Adapting soccer to the needs of secondary school boys. Master's, 1939. Boston University. 112 p. ms.

ELLIOTT, WILLIAM. The junior college movement in North Dakota. Master's, 1939. University of North Dakota. 93 p. ms.

FLACK, HOWARD W. Totalitarianism and physical education. Doctor's, 1940. George Peabody College for Teachers. 6 p.

FRENCH, HAROLD P. The teacher's standard of living: a study of the opinions of 1,800 parents. Doctor's, 1940. New York University. 206 p. ms.

GEIGER, C. HARVE. The program of higher education of the Presbyterian church in the United States of America: an historical analysis of its growth in the United States. Doctor's, 1940. Teachers College, Columbia University. 228 p.

GUYETTE, GEORGE F. A study of the survival of certain neologisms and seventeenth century French words and expressions among pupils of French-Canadian descent in the Woonsocket high school, Rhode Island, with a view to determining whether or not this survival warrants remedial teaching. Master's, 1940. University of Maine. 56 p. ms.

HAMILTON, PORTIA G. The visual characteristics of stutterers during silent reading. Doctor's, 1940. Teachers College, Columbia University. 35 p.

HAMMOND, FREDERICK D. A study of the science laboratories in the secondary schools. Master's, 1940. Boston University. 102 p. ms.

HOFFMAN, FRANCES P. Playgrounds and safety among children of the Borough of Manhattan. Master's, 1939. New York University. 54 p. ms.

HOLLAND, Sister REGIS. The development of logical and rote memory. Doctor's, 1940. Catholic University of America. 45 p.

MARDEN, AVIS G. Associational reading abilities of the seventh grades. Master's, 1940. Boston University. 232 p. ms.

MAYER, HERBERT C. Democratic vocational education. Doctor's, 1941. Harvard University. 256 p. ms.

MORRISSEY, THOMAS F. A history of the Greenfield public school system since the Civil War. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 202 p. ms.

PURCELL, JOHN F. A proposed plan of adult education for the city of Scranton. Master's, 1940. Pennsylvania State College. 82 p. ms.

REARY, HILDA G. A study of the speech needs of high school students in a Pennsylvania Dutch community. Master's, 1940. University of Maine. 254 p. ms.



# THE VOCATIONAL SUMMARY

by C. M. ARTHUR, Research Specialist, Vocational Division



## Schools Produce Own Tools

A plan under which trade schools are producing many of the small tools and precision measuring instruments necessary for their use in connection with defense-training programs, is now in operation as a regional project in all of the North Atlantic States. Similar plans are in operation, also, in many other individual States.

Sponsored by the U. S. Office of Education and begun as a measure for meeting the requirements of ordnance inspection laboratories, this plan has spread to all phases of defense training. Through it, schools are not only making tools they need for use in their defense training courses and which are difficult to obtain in the open market, but are exchanging different types of tools on both a State and interstate basis.

Trade schools in Massachusetts, for instance, are producing surface plates which are in use in Worcester, and Springfield (Mass.) schools as well as in Rochester and Buffalo schools in New York State. Massachusetts has also produced sufficient parallels, clamps, vises, plane and shaper gages, and surface gages, intended also for ordnance inspection training, to supply its own schools and schools of several neighboring States.

In several instances, more complicated tools are being turned out on a production basis. At the Providence (R. I.) Trade School, patterns have been completed for a small floor milling machine, as well as bench centers, which it is expected will be made available to other States. It is the consensus of school authorities that a milling machine could be constructed by trade schools on a regional co-operative basis. Under this plan several States would farm out among their schools the making of parts or subassemblies, the final assembly being completed in a single center designated for the purpose in each State.

At the Stonewall Jackson High School in Charleston, W. Va., spring calipers are being produced in quantities and it is expected that they will be distributed for use in defense-training classes throughout the North Atlantic States. The trade school at Huntington, W. Va., is tooling up for the production of 1-inch micrometer calipers. A 600-pound drop hammer is being salvaged from the Springfield arsenal and will be set up in Huntington to make necessary drop forgings. Wheeling schools will produce 6-inch swivel vises. A special procedure has been set up in West Virginia for taking and carrying out orders for school-manufactured equipment.

New Jersey is developing a plan which covers the production by schools of surface gages and plates, bend testing machines, and machined parts for inspection laboratories

maintained for the training of ordnance inspectors. Trenton schools are cooperating in the inter-State tool-exchange plan by machining castings made by schools in Bridgeport, Conn., and sending these parts to schools in other States. Portsmouth, N. H. schools are manufacturing reamers and are preparing to distribute expansible reamers and reamers of all types to meet defense-training purposes. New York schools are producing 10 sets of machined parts for ordnance inspection laboratories, several of which will be shipped to Pennsylvania for use in trade schools there.

Attention is directed by the Office of Education to the fact that detailed operation sheets have been worked out for the making of each part or tool produced by a school and that machine tool making projects fit definitely into the program of training persons for defense work. In other words, the production of machine and precision tools by schools is merely a byproduct of the defense-training program.

The Office of Education acts as a coordinating agency in connection with the production of tools by schools, and makes available to States working on similar tool-production projects, the experience of other States in these projects.

## Now the Men Do It

Anyone can stand behind a meat counter, take out a piece of meat, and weigh, wrap, and hand it to a customer who requests it. But the meat salesman who can accurately tell customers about the different kinds of meat cuts and their uses; about the foods which may be appropriately served with roasts, steaks, chops, stewing meats and braised meats; about cuts which may be quickly prepared; why veal chops and steaks are cooked by braising instead of broiling; and can give information on other similar facts of interest to the housewife, will sell considerably more meat than the mere "order taker" salesman.

These facts are brought out in the mimeographed publication, *Selling Meat*, Misc. 2906-B, recently issued by the Office of Education which is intended as an outline for the use of teachers of courses in retail meat market operation.

This is only one of the topics covered in the new Office of Education miscellany, however. There is a chapter on meat cuts for every purse and purpose, merchandising slow-moving cuts, meat cuts for special occasions, meat delicacies, the nutritive value of meat, meat cookery, carving cooked meat, analyzing meat customers, selling meat over the counter, telephone selling, and other items.

The chapter on carving, for instance, will have a general appeal not only to owners of

meat stores and meat salesmen, but also to the man on the street, especially the historical statement on the carving art. Among other things, for example, this chapter states that in medieval times and even later, "carving was an art, and there were instructors in the art. In the life story of a great lady of noble birth, the author told of her taking carving lessons three times a week so that she might be perfect when she did the honors at her father's table." Again, coming down to date, the document states: "Then custom changed and it again became the practice for the man of the house to do the carving."

Attention is called to the fact that printed information on carving may be obtained by meat dealers from the National Livestock and Meat Board, Chicago, to hand out to customers who hesitate to buy certain cuts of meat because they look difficult to carve. Among other valuable features in this lesson outline bulletin for instructors in retail meat store operation, is a four-page chart listing different kinds of meats and what to serve with them.

## A Farm and Home Measuring Stick

Part and parcel of the "Balanced Prosperity in the South" project, inaugurated by a well-known southern agricultural journal and sponsored by the Southern Governor's Conference and other organizations, is the "1,000 Points Farm and Home Score Card" now being distributed through vocational agriculture and home economics departments in rural high schools.

The 1,000-points score card is intended as a year-to-year record which will enable any intelligent farm family to score itself—to see its strong points and its weak points—and to determine just where it has made progress and where further progress needs to be made. With this score card farm families may score themselves each year on such phases of family life as health, income and expenses, home grown food and feed, conservation measures, farm and home improvements, and personal development.

Through the cooperation of the Farm Foundation, Chicago, Ill., about 2 million of these score cards will be distributed during the year. They will be given out, 2 cards to a family, and collected by teachers of vocational agriculture and home economics. The information on these cards will be summarized and analyzed and made available for teachers of agriculture and home economics and other individuals or groups who may be interested in the data.

Representatives of the Office of Education, which is also cooperating in the 1,000-point score card plan, as well as State supervisors,



teacher trainers, and teachers of vocational agriculture, are of the opinion that the information secured from these farm and home records will be invaluable as a basis for instruction in evening schools for farmers and farm homemakers.

This "Balanced Prosperity in the South" plan, which is a continuous 10-year plan designed to raise farm and farm home standards in the South, and of which the 1,000-point score card is an accompanying feature, was started by Dr. Clarence Poe, editor and publisher of the farm journal previously referred to, and chairman of the Federal Advisory Board for Vocational Education.

#### What Can They Do?

High-school girls are eager to discuss the part they can play in the national defense program. But they want that part outlined clearly and specifically. According to Pauline H. Drollinger, State supervisor for home economics education in Wyoming, high-school home economics girls are interested in finding out what contribution they may make to national defense. She bases her opinion on the results of district rallies of home economics teachers and pupils in that State during the past year.

Miss Drollinger calls attention to the success which Wyoming has had in bringing to the attention of home economics students ways in which they may contribute to national defense. Under the Wyoming plan, a student discussion leader is selected for each phase of the topic to be considered. This leader is encouraged to give a brief preliminary statement to the conference group, in which she indicates what is to be discussed, after which she throws the discussion open for contributions from the rest of the students. Following the completion of the general discussion which is held to a specific time, the group leader summarizes the points brought out in the discussion. It is recommended that a chairman of the discussion group be appointed, whose duty it will be to explain the general topic and to present each discussion leader.

One of the problems in which home economics girls should be interested, Miss Drollinger believes, is how the national defense program affects family incomes through decrease or increase in incomes, rise in farm prices, and rise in commodity prices, and how girls may help in solving income problems.

Similarly, Miss Drollinger feels that girls will be interested in the effect of the defense priority situation with respect to the supply of aluminum, refrigerators, automobiles, silk, and certain foods on the standard of living, and the part they may take in helping to solve problems which go hand in hand with the priority program.

Girls may assist in movements to raise funds and to collect food and clothing for the needy, sponsored by such organizations as the Red Cross. They will be interested also in finding out the effect on homes and communities of the departure of large numbers of

young men who are drafted for military training, and the responsibility devolving upon high-school girls as a result. Finally, it is suggested, high-school girls can play a part in the movement to bring about a greater solidarity among citizens of the various American republics.

#### Regional Conferences Scheduled

Dates for joint annual regional conferences of State supervisors and teacher trainers of vocational education in agriculture, the trades and industries, home economics, and distributive education, in 1942, have been announced by the Office of Education.

The dates and places of meeting are as follows:

*Southern Region:* Atlanta, Ga., January 20-23, inclusive.

*Negro Teacher-trainers:* Orangeburg, S. C., April 21-24, inclusive.

*North Central Region:* Chicago, Ill., March 2-5, inclusive.

*North Atlantic Region:* New York, N. Y., April 6-9, inclusive.

*Pacific Region:* Cheyenne, Wyo., May 4-8, inclusive.

These conferences will deal largely with administrative matters and questions of policy with which vocational education officials in the States are confronted in carrying on their training programs.

#### Training Restaurant Workers

Because of the absorption of so many restaurant workers into the defense industries of the Nation, the problem of training sales personnel for the restaurant trade has become a difficult one. The size of this problem will be better understood when it is known that according to the 1939 Census of Business there were 169,742 restaurants in this country employing more than 500,000 workers, and with a total sales volume of \$2,135,963,000, and a total pay roll of more than \$500,000,000.

Particularly timely, therefore, is the bulletin, *Training Restaurant Sales Personnel*, prepared by the Office of Education in co-operation with the National Restaurant Association. This publication, which is intended as a teachers' manual for instructors of training classes for restaurant operators and employees, covers the following topics: Fundamental knowledge of restaurant business, preparing for and getting a job in a restaurant, getting along on the job, analyzing the job, habits of work, fundamental knowledge of food, preparation of food, food products standards, advertising the restaurant, gaining customers' good will, selling the customer, taking his order and serving him, and building up satisfactory business relationships.

Among other things this publication discusses the qualifications of the restaurant salesperson. It brings out the fact that the salesperson has closer contact with customers than the other employees, that customers judge the restaurant standards largely by the appearance, attitude, and actions of the sales-

persons, and that, consequently, it is essential that this group of restaurant workers receive adequate training for their duties.

The new Office of Education bulletin is the outcome of a conference of representatives of the education committee of the National Restaurant Association, State supervisors of distributive education and the vocational education services of the Office of Education, held in Washington in February 1941, to consider the need for training in the restaurant industry, the scope and nature of a training program, and the steps to be taken in forwarding the development of this program.

#### Guidance in All Its Nuances

It is not an easy task to compile a bibliography on guidance, as anyone who sets himself that task will discover. The principal difficulty in working out such a compilation is to bring under one cover all or a majority of the references on guidance as it is defined by those who have interested themselves in the guidance field.

Some writers have placed emphasis on the advisement phases of guidance—problems of counseling; others have written of such specific services as assistance in the selection of curricular or extracurricular activities, adopting methods of study, or choosing a college to attend. Still other writers discuss guidance as adjustment, with varying interpretation of the term "adjustment."

Differences of opinion arise also with reference to the place of guidance in the total educational program. Some leaders regard guidance as a special service under specially trained persons; others look upon guidance as an integral part of the total educational program—a part to be performed by all members of the educational staff—making no specific designation as to who is responsible for guidance in the system.

Recognizing the different conceptions of guidance the U. S. Office of Education has included in its Vocational Division Bulletin No. 212—Occupational Information and Guidance Bibliography, 1937-38, recently off the press, references representing all points of view.

The publication covers references compiled under 12 heads: Guidance principles, guidance programs, guidance practices; and the subjects of curriculum, personnel, employer-employee relations, legislation, research, special groups, publicity, and bibliographies, in their relation to the field of guidance.

In addition, an appendix to the Office of Education bulletin includes a directory of sources of occupational pamphlets, as well as a directory of colleges and universities; an index of theses on guidance; an author index; and a subject index. The guidance bibliography contained in the new bulletin, which is as nearly exhaustive as possible, is intended as an authoritative reference list for the purposes of research in the guidance field.



# THESE THINGS YOUR SCHOOLS HAVE DEDICATED THEMSELVES TO TEACH YOUR CHILDREN

## *Our Heritage*

America is one of the few places on earth where men are still free.

In America our national culture is the heritage of us all.

In America the great discoveries of science and their applications in inventions have been utilized mainly to improve the health, the comfort, and the peaceful well-being of us all.

In America the radio, the newspaper, and books are uncontrolled by a centralized government. Every citizen may freely form his own opinion and state it.

In America free schools offer every child a chance for whatever kind of education he may choose or may pursue with profit.

In America every person is prized as an individual and is given opportunity to develop his own talents and to put them to use for the common good.

In America common men have the wisdom to govern themselves.

In America our Government is founded on the principles of justice and equality and brotherhood among men.

In America our civil liberties are supreme, even in times of great crisis.

Every child is taught that the freedom and privileges he enjoys were not always free as the air he now breathes, but were won for him by sweating, toiling, struggling men, with blood and sacrifice.

He is taught that the enjoyment of these liberties carries with it the moral and spiritual duty to be worthy of this great democracy, and to defend it in thought, in spirit, and in deed.

## *Our Responsibility*

★ In this great world crisis we must strive to keep our country free.

★ The responsibilities and activities of citizenship are our highest duties.

★ We as citizens must accept the opportunity to become informed adequately about public affairs so that we may act wisely.

★ We as citizens must learn to develop our individual talents and give strength to our national institutions so that we may act more efficiently as a nation without casting away our liberties.

★ We as citizens must fortify our faith in constitutional government and develop a passionate will to make it work.

★ We as citizens must accept the principle of voluntarily checking one's free use of individual rights if it interferes with the rights of others.

★ We as citizens must set honesty and fair dealing among men and nations as guiding principles.

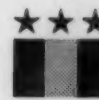
★ We as citizens owe to our country the duty to work and should have the right to a job.

★ We as citizens must become acquainted with our American culture, appreciate it, and contribute what we can to it.

— Courtesy Elizabeth Public Schools, Elizabeth, N. J.

The above material was received in the Information Exchange, U. S. Office of Education, and is a sample of material available through loan packets from the Exchange.





## In Public Schools

by W. S. Deffenbaugh

### Balanced Lunches

"Plate lunches affording a balanced meal," according to a recent issue of *Minnesota Journal of Education*, "will be served in junior, senior, and vocational high schools in Minneapolis this year. Frances Kelley, director of school lunchrooms, is setting up the plan because she believes the combination serving will encourage children to eat balanced noon lunches at school. Surplus food commodities and other materials purchased by the board of education will be used. Children able to pay for the lunches are required to pay, but others will continue to be given the meals free. To protect the children from notice who receive lunches free, all children will present tickets for plate lunches purchased or received before they enter the cafeteria line."

### Supervisory Program

The State Department of Education of Louisiana has recently issued a circular entitled *State Supervisory Program for 1941-42*. "While a State supervisory program for public education from year to year presents many recurrent elements," the circular points out, "nevertheless each school year is unique in its own particular problems of instruction. Especially is this true now since the times which we are experiencing are reflected more noticeably in our educational system than is the case when democracy's course is less perturbed. This supervisory statement is an effort to suggest a practical program to meet the challenge presented to the schools in these stirring times—times when our very way of life, our American democracy, is on trial."

"The Department of Instructional Supervision conceives the major tasks of the public schools today to be (1) to continue to improve its instructional program, (2) to determine its major and best contribution to the national emergency, (3) to build for the future, i. e., post-war planning. Possibly the greatest contribution which the schools can make to defense is an improved instructional program, since education is the handmaiden of democracy and one

of the greatest weapons for the thwarting of its enemies. The fundamental business of the schools is instruction. Under conditions of war or peace this fact must not be lost sight of."

### Counseling and Guidance

According to the *San Francisco Public School Bulletin*, October 20, 1941, the board of education has established the position of head of department of counseling and guidance in each junior and senior high school in the San Francisco Unified School District. The heads of departments are to be under the direct supervision and direction of the principal of the school. The board has also approved the establishment of the position of four assistant head counselors in each junior and senior high school to be responsible for the following fields: (1) Educational guidance, (2) vocational guidance, (3) community relationships, (4) personality problems.

### New Courses of Study

"New State courses of study," according to the *Oregon Education Journal*, "have been prepared for use this year in the following areas: Elementary school science, elementary school music, arts and crafts (grades one through nine), high-school mathematics, applied physical science, and foreign languages. Committees are at present working on courses of study for high-school chemistry, advanced mathematics, and physical education, while two committees are working on health instruction courses, grades 1 through 12."

### Speech Program

The speech division of the State Department of Education of Missouri has prepared a bulletin entitled *The Public School Speech Program of Missouri*. The bulletin presents the development of a public speech program as evolved during the past few years through the State program of speech education. According to the bulletin "The first supervisory plan for public-school speech education was inaugurated in Cape Girardeau in 1938 following the State directional speech clinic. Under the plan the speech supervisor was to spend a greater portion of her time in the elementary and junior high school levels. She also taught some of the high-school speech work. From the di-

rectional clinics which had been held under the State department of education, sufficient data were secured to form a basis for the speech-correction program in the elementary schools. Although the plan did not originate until the beginning of the second semester of the school year, the results justified its continuation. The following year saw the growth of the supervisory plan extend to some 25 supervisory centers throughout the State. The work evolved until some 48 people are now engaged in this work and through the semiannual State conferences a comparatively standard practice of supervision has been formulated."

### Teacher Retirement

"Approximately 11,000 school employees of the State of Kansas had joined the school retirement system by the middle of September," according to a recent issue of *Kansas Teacher*. "Each mail to the office of M. M. Rose, executive secretary of the retirement board at Topeka, brings word from others asking to be included in the system. This is a direct answer to a few opponents who, during the promotion of the law, claimed that teachers at large were not interested in State-wide teacher retirement."

### Implementation

The committee on implementation of the Ohio High School Principals' Association has printed a manual of suggestions to schools using the evaluational techniques of the Cooperative Study of Secondary School Standards. The publication appears under the title *The Ohio Plan of Using the Evaluative Criteria* and bears on the title page the names of D. H. Eikenberry and Carl C. Byers respectively, advisory member and chairman of the committee on implementation.

It appears that the Ohio High School Principals' Association at its meetings in 1939 and 1940 developed plans for assisting schools in making evaluations and that with 76 schools evaluated during 1939-40 and 175 in 1940-41, and even larger numbers looking forward to evaluations in the near future, the committee on implementation felt that a manual ought to be prepared. In this endeavor there has been wholehearted cooperation by the Ohio State Department of Education and various higher institutions throughout the State.

"The Ohio Plan" supplies detailed advice on how to proceed with self-evaluations if the school wishes to stop at that point, as well as with comprehensive visiting committee evaluations. An interesting factor of "The Ohio Plan" involves expansion in the basic data to be secured regarding pupils and community, together with a new experimental section on articulation to be added to the existing evaluations of educational philosophy, the educational program, instruction, plant, and administration.

### Association Study

A report entitled *The Southern Association Study* has recently been received. It is the first in a series of publications to be issued by the commission on curricular problems and research of the Southern Association of Colleges and Secondary Schools. The report deals with the changes brought about in 33 secondary schools which 3 years ago, aided by the Southern Association, started a cooperative attack on their problems.

The report carries the undertaking through three successive summer conferences of the workshop type attended by teachers and administrators from the 33 schools and the developments in the schools during the succeeding 3 yearly school sessions. Continuity is supplied to the study by the fact that the same schools participated throughout the 3-year period, that at each summer conference and ensuing school year a number of the same teachers and staff members of the study were engaged in the work.

Variety is supplied since each school and, to considerable extent, each teacher had individual problems which received attention. The study is conceived as an on-going undertaking whose influence will spread to larger and larger numbers of schools through the years; thus the present publication is a beginning; others dealing with the study may be expected in years to come.

### Spanish Classes

"Spanish classes in the Pittsburgh, Pa., schools, this fall," says the *Pittsburgh Teachers Bulletin*, "show a 37-percent increase over last year's enrollment and are demanding the services of more teachers than any of the other modern languages. Enrollment in French classes is down 28 percent, German classes have fallen off 37 percent, and enrollment in Italian classes has declined 18 percent.

"In an effort to make the work in

Spanish more functional than it has been heretofore, a new course is being devised which will provide for extended training in speaking the language. Classical reading is to be supplanted with episodes from everyday life and it is expected that at the end of the course pupils will be able to demonstrate their ability to use the language in a large number of typical life situations."

### Early Elementary School

The completed report for the Minneapolis, Minn., public schools, *The Early Elementary School*, a handbook to guide teachers the first 4 years of school, has recently been issued. In the foreword to the report Prudence Cutright, assistant superintendent in charge of elementary education, says: "The members of the various committees that developed this volume have given us an instrument which should be of great help in erasing any basis for the charges of 'impractical' which are sometimes hurled at the modern school. The committees have done an excellent piece of work in giving us suggestions for studying and understanding children, for developing more pleasant and more enriched school environments, for planning classroom activities which will promote child development, and for evaluating the progress which children make. The volume is essentially a practical one, and it ought to be of immeasurable help in putting a good philosophy of education into actual practice."

### Purposes of Education

The division of curriculum and instruction of the St. Louis, Mo., public schools has recently issued a pamphlet entitled *The Purposes of Education in the Public Schools of St. Louis*. Supt. Homer W. Anderson in his foreword says that the pamphlet "is designed to be used by supervisors, principals, and teachers as a foundation to which they may refer or against which they may check their curricula and their teaching. It has been prepared by a committee representing all branches of the instructional service, with the aid of a citizens' committee of advisors and consultants."

The division of curriculum and instruction has also issued a publication entitled *Approved Recommendations of the St. Louis School Survey*. In this publication there are reported the recommendations of the survey "which were approved by the committee of eighty by a two-thirds vote or better and by a similar majority among the teachers as a whole."



## In Colleges

by Walton C. John

### Junior College Enrollments

According to Walter C. Eells, executive secretary of the American Association of Junior Colleges, the country's abnormal situation caused by defense needs has not affected enrollment in the Nation's 650 junior colleges as severely as had been expected.

His study reveals that enrollments in public junior colleges show an average drop of only 10 percent from those of last year, while in private junior colleges there has been a slight increase of less than 1 percent. The change in public junior colleges may be explained by the fact that they are for the most part coeducational and therefore affected by the decrease in the enrollment of men, whereas many private junior colleges are women's colleges.

Of the public institutions, only 29 reported an increase, 19 no change, and 139 a decrease. Replies ranged from an increase of 40 percent to a decrease of the same amount. Of the private institutions, 73 reported an increase, 56 no change, and 71 a decrease. Replies ranged from an increase of 60 percent to a decrease of 50 percent.

Several institutions which have evening as well as day work report a falling off in the full-time day enrollment but this is more than made up by the marked increase in evening enrollment on the part of young men now employed in defense industries during the day.

An interesting change in emphasis of studies preferred by students is also seen in the replies. Technical, scientific, and short business courses are in great demand.

### Ohio State Host to 22,000 Students

Juniors and seniors from high schools throughout the State gained an impression of college activities at Ohio State University when they visited the campus Saturday, October 18, as guests of the university for the ninth annual high-school day.

Tours of 38 different departments, ranging from the astronomical observatory to the zoological laboratories, were arranged for the visiting students. The football game with Purdue climaxed the day for the young visitors.

### New Ed. D. Degree

The new degree of doctor of education will be offered for the first time on the



Los Angeles campus of the University of California, according to Edwin A. Lee, dean of the school of education.

For the first time in this institution, afternoon, night, and Saturday classes in education have been scheduled for the benefit of teachers and others who must work during the day.

### Seventeenth Anniversary of the N. S. F. A.

The president of the National Student Federation has recently sent out a Nation-wide message from which the following paragraphs are quoted:

"The National Student Federation of America launches its seventeenth year as a constructive student organization. This year more than ever before in the history of youth activities in the United States, there is a true need for a medium of student expression and a means of focusing student efforts. In all phases of American life unity must be the keynote.

"Democracy, its heritage, and its part as the American way of life are precious to citizens of all ages. Students are joining their elders in feeling the pressure of the times, and they are groping to find their own intrinsic responsibilities in making for a secure future. The question of what students can do and what they should do will draw a variety of answers. Logically the role of student America assumes two aspects—on the one hand, that of maintaining a level head and giving peaceful progress an open rein, while on the other hand, that of gearing their lives to meet the needs of a country which finds itself in a real emergency."

### Princeton Visits Nashville

Princeton alumni of the State of Tennessee and the city of Nashville were recently hosts to the first national gathering of Princeton men held below the Mason-Dixon line since the Atlanta meeting in 1924. It is also the first time in the years of Princeton football that the university has sent a team to play in the South.

### Adult School of St. John's College

In view of the increasing interest manifested in the program of St. John's College, Annapolis, Md., President Barr recently inaugurated the new Adult School of St. John's College in Washington, D. C. The program includes a series of formal lectures on Higher Education Today. The lecturers, who are staff members of the college, cover among other things, the subjects of the trivium and the quadrivium as well as theology, law, medicine, and related subjects.

Three seminars on great books of the Western World are offered in which the literary leaders of Greece, Rome, and the Modern World are discussed. Tutorial classes are available in language or mathematics for those interested in the seminars. The director of the Adult School is Mrs. Olga Law Plunder, St. John's College, Annapolis.



## In Libraries

by Ralph M. Dunbar

### Policy

At its annual meeting, the Iowa Library Association formulated the following statement of policy for the strengthening of democracy: "We urge that all libraries in the State—public, college, school, and others—make available to their patrons books, pamphlets, and other publications which will give them unbiased factual knowledge of the basic factors underlying defense, peace, and social and economic readjustment.

"We urge that every librarian support the formation in his city of an adult educational council, to be composed of representatives of all groups concerned with continuing education, these councils to attempt to unite the various agencies in a common effort to prepare our citizenry (1) for defense; (2) for a study of the factors and of a world organization which will make possible a permanent peace; (3) for a study of conditions for a satisfactory social and economic readjustment after the war."

### Library in Mexico City

With the approval of the Mexican Government, the American Library Association has established a public library in Mexico City. This institution, the Benjamin Franklin Library, located at Paseo de la Reforma 34, "will be stocked mainly with United States books, periodicals, and other educational and informative publications for the use of those interested in the cultural, social, industrial and governmental activities of the United States. There will be a special emphasis on service to students."

According to the announcement made by the association, it is planned to extend the service of this library throughout Mexico by means of interlibrary loans and photostatic copying. The Benjamin Franklin Library will also facilitate the acquisition of Mexican publications by libraries in the United States and the acquisition of United

States printed materials by the libraries of Mexico.

It is planned also that the collections in the Benjamin Franklin Library will contain eventually music scores and records, pictures, language records for learning English and Spanish, and educational films.

### New Position

The establishment of a new position, field supervisor, in the Tennessee division of school libraries, has been announced. Velma R. Shaffer, formerly supervisor of libraries in the Gary, Ind., public schools, has been appointed and entered upon her duties at the beginning of the current school year.

### Beats Own Records

More books were borrowed from Illinois libraries during the year which ended June 30, 1941, than in any previous year. According to Helene H. Rogers, assistant State librarian, "This is despite the fact that use of libraries is said to decline with any upsurge of business activity.

"The total increase can largely be attributed to the demands of national defense, although the establishment of three new libraries has contributed. New industries coming into the State have added many families in some communities, overtaxing library resources. Throughout the State, libraries have reported an increased demand for technical books and books about jobs to supply workers in defense industries. Libraries near Army camps have been pressed for educational and recreational material. This increased demand for books has not always been met by a larger library budget."

### Knowing Your Library

With a view to calling the attention of the community to its services, the Detroit Public Library recently held a Know Your Library Week. The normal library activities for teachers, pupils, and parent-teacher groups were stressed by means of lectures, demonstrations, moving pictures and visits. In a special leaflet, *What is the public library?*, the functions were described as: *A self-education center* where anyone—young or old—can study any subject any time of year or day at his own pace and in his own way. *An information center* which supplies single facts as well as books of facts. *A recreation center* for America's most popular form of recreation—reading. *A democratic institution*, free to people of all ages, races, beliefs, and occupations.

## Helping Posts

In a special report to the Governor of Rhode Island, State Librarian Grace M. Sherwood, described the services which the State library has been rendering to the forts and small outlying posts. Working in conjunction with the military authorities, the State librarian organized a program to place needed collections of books and magazines in the various defense units in Rhode Island and to freshen with new material and particular reading requests the collections already existing. By means of radio, newspapers, and other publicity over 50,000 magazines and 18,000 books were obtained. This material was sorted, classified and cataloged, and then sent by the State library to points in need of reading materials. At certain posts, aid is being given in organizing the post library.

## In Other Government



## Agencies

by Margaret F. Ryan

### Bureau of Mines

First-aid training by the Bureau of Mines has been greatly intensified during the past year owing to the national defense program, and classes are now being taught not only in mines, oil fields, refineries, mills, and smelters, but in a number of processing mills and ordnance plants throughout the country. Employees of the Department of the Interior are also receiving instruction in the principles and practices of first aid.

### Bureau of Reclamation

An educational radio program in conservation consisting of 39 half-hour broadcasts by students in California has been built around the Central Valley project of the Bureau of Reclamation. Cooperating with the Bureau of Reclamation, which, with the Radio Section of the Department of the Interior, sponsored the plan, are the California State Department of Education, 67 high schools, junior colleges, and colleges, and 12 radio stations.

### Children's Bureau

One hundred thousand dollars has been allocated by the Children's Bureau of the Department of Labor for the care and treatment of children afflicted by infantile paralysis in the recent epi-

demics in Alabama, Florida, Kentucky, Maryland, Mississippi, Pennsylvania, and Tennessee.

### Federal Works Agency

More than half of the defense public works projects to provide community facilities for the health, welfare, and safety of defense workers and personnel of the armed forces of the Nation, which have received Presidential approval to date, have made provisions for the maintenance and operation of schools and for the construction of recreation centers.

### Office of Civilian Defense

In order to meet the increasing demand for nurses arising from the expanding military establishments and war activities, 85 hospitals are offering courses to train volunteer nurses' aides. A program to train 100,000 nurses' aides has been initiated by the Office of Civilian Defense and will be carried out with the assistance of the American National Red Cross. These volunteer nurses' aides will provide a corps of assistants for nurses in hospitals, clinics, health departments, and in the field.

### Office of Coordinator of Inter-American Affairs

Eight physicians from five Latin-American Republics have been awarded fellowships for special graduate work in medical schools in this country. The project was made possible through the cooperation of the Pan American Union, the Department of State, and the Coordinator's Office.

### Selective Service System

Selective Service national headquarters has asked State directors and local boards to assure college students who are not expected to be called for service before the middle of the college term or semester, that they will be granted postponement of induction until they have finished the respective period. Students will not, however, be granted postponement of induction in order to permit them to start the new school term.

Under the program launched by the President to salvage 200,000 of the 1,000,000 Selective Service registrants who have been rejected as mentally or physically unfit for Army service, the Federal Government will pay medical costs for treatment by local physicians of approximately 200,000 registrants whom local draft boards certify as susceptible to rehabilitation for Army service.

### United States Public Health Service

Surgeon General Parran has announced that 88 schools of nursing have

been selected by the Public Health Service to receive a total of \$1,200,000 in Federal aid to be divided as follows: For student training, \$900,000; for post-graduate courses, \$125,000; for public health training, \$50,000; and for refresher courses, \$125,000.

### War Department

Of the 693,948 trainees inducted in the Army by July 1, 1941, 220,377 had completed grammar school; 159,809 were high-school graduates; 23,970, college graduates; and 4,717 had done graduate work, a recent check-up by the War Department disclosed.

### Work Projects Administration

With an allotment of \$14,000,000 from WPA funds to be used for the education of more than 1,000,000 aliens in the United States in the privileges and obligations of American citizenship, the National Citizenship Education program sponsored by the Department of Justice and with the official cooperation of the U. S. Office of Education, is utilizing the Nation-wide organization already set up by the WPA in the conduct of its adult education program, with considerable expansion in the number of classes and teacher personnel assigned to citizenship work.

\* \* \*

Plans for the WPA Nation-wide school-lunch program to serve more than 200,000,000 noonday lunches to children during the current school year call for the establishment of more central kitchens and bakeries; permission for a smaller number of WPA women workers to prepare more food and distribute it; extension of the service to a greater number of children not classified as "needy" who will pay for their food; and lengthening the period during which lunches are served in schools, previously limited to the coldest months, according to Assistant WPA Commissioner Kerr.

\* \* \*

The WPA Writers' Project is planning to prepare among other items volumes on American eating habits, a popular history of forest conservation, six regional books on arts and crafts, a national defense series covering many health and nutritional aspects of civilian defense, guides to military and naval areas, a volume in Spanish—*The United States, A Pictorial Study of a Democracy*—for distribution by the State Department in Central and South America, and several special additions to the American Guide Series, such as a *United States Travel Atlas*.